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ABSTRACT

Views of U.S. adults concerning colleges and universities were surveyed in 1982, and comparisons were made for college graduates, persons who attended but did not graduate from college, and persons who never attended college. Of 4,200 adults 18 years old and older who were mailed questionnaires, 1,188 responded. The data were weighted to make respondents representative of the adult population. Findings are presented concerning the following topics: the general public's feelings about federal support of higher education; feelings about how to pay for higher education; perceptions of the value and role of higher education; reasons why people attend or do not attend college, and sources of information about higher education. Findings include: 77.4 percent felt the federal government should continue to provide low-interest loans to middle-income students; and respondents tended to see higher education as a means to very specific ends, such as to a career and technological advancements, and to view science-related and professional programs as the most important college curricula. In addition to a summary of the results and detailed findings, information is presented on the research methodology, and a questionnaire is appended. (SW)

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American Attitudes Toward Higher Education

Results of a comprehensive nationwide survey

A study conducted by Group Attitudes Corporation for 11 higher education associations

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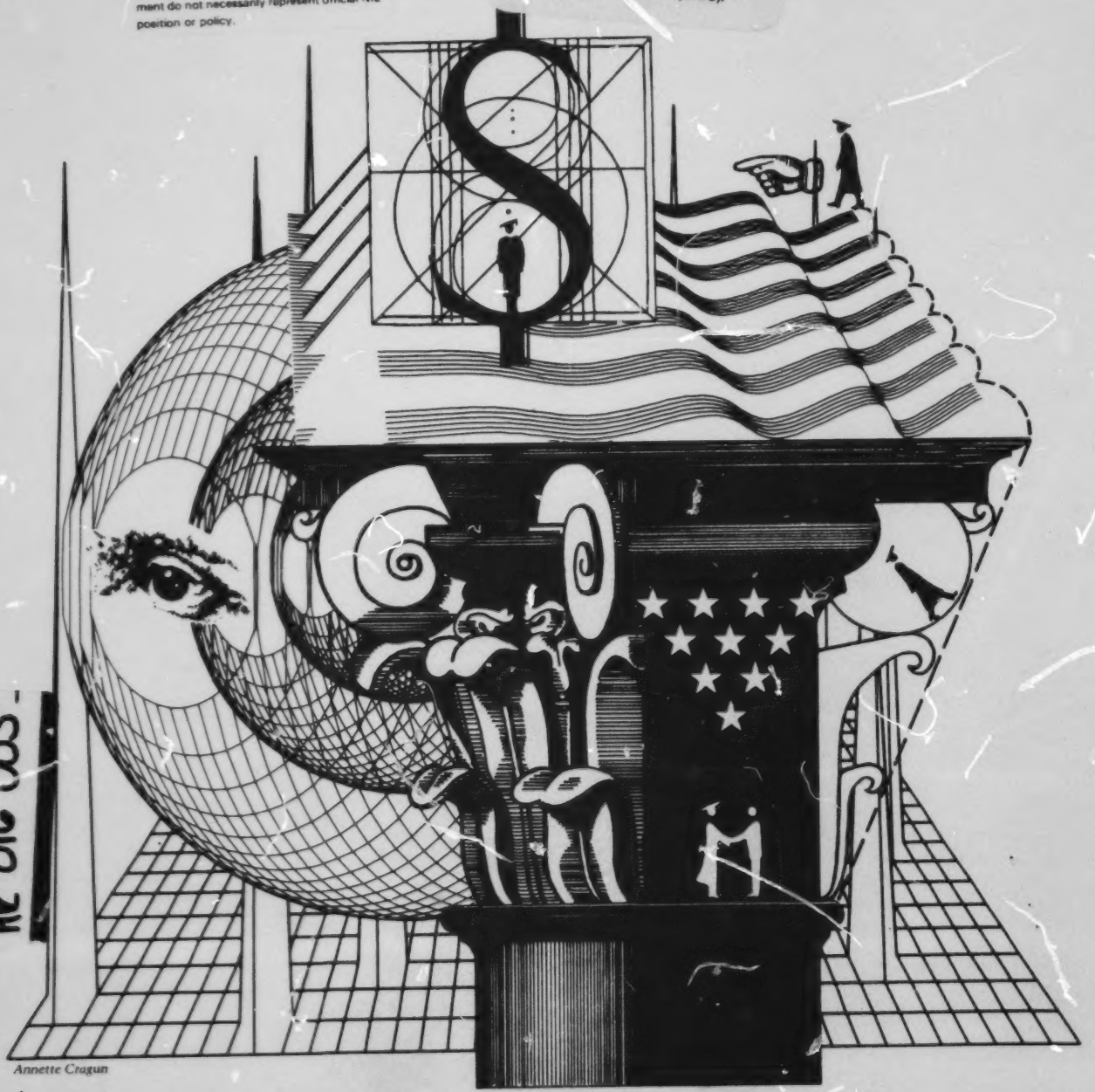

Annette Cragun

HE 016 003

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INTRODUCTION

This report gives the results of a comprehensive nationwide survey to determine American attitudes toward higher education.

The study was designed and conducted during the Spring, Summer and Fall of 1982 to explore in depth how adults in the United States view colleges and universities and to identify some of the public's general needs, interests, and concerns pertaining to schooling beyond the secondary-school level.

The study also sought to compare, in some detail, the views of those individuals who have graduated from college and have earned a bachelor's degree or higher, to those who have attended college for up to three years but have not earned a baccalaureate degree, and to those who have never been to college at all.

The project was designed, coordinated and supervised by Group Attitudes Corporation of New York City, a research organization that is wholly owned by Hill and Knowlton, Inc., the international public relations and public affairs counselling firm.

The survey was sponsored by the following 11 higher education associations:

American Association of Collegiate Registrars
and Admissions Officers
American Association of State Colleges and Universities
American Association of University Professors
American Council on Education
Association of American Colleges
Association of Governing Boards of Universities
and Colleges
Council for Advancement and Support of Education
Council for Financial Aid to Education
Council of Independent Colleges
National Association of College and University
Business Officers
National Association of Independent Colleges and
Universities

The project involved preparing and distributing a 40-item, self-administered questionnaire by mail to a stratified sample of adults 18 years of age and over who were deemed to be as closely representative of the actual U.S. adult population as possible.

Questionnaires were distributed earlier this year to a randomly-selected panel of 4,200 potential respondents. Completed and useable questionnaires were received from 1,188 respondents. These data were then reviewed, coded and weighted chiefly by income and education level to assure that the final sample would match the actual proportions of adults in the population distribution for the country as a whole. For this study, the unweighted sample size was 1,188; the weighted sample size was 8,827. More detailed information about the sampling, research design and methodology of this study appear in the appendix.

This survey was in the field between May 1 and July 31, 1982.

The findings of this research project are contained in two volumes. This, the first volume, contains a summary of the results plus a set of detailed findings, selected tables and charts to support the findings, an explanation of the research design and methodology, and a copy of the completed questionnaire that was used in the poll.

A separate, second volume, entitled: "Supplementary Tables," gives the computer printouts for 105 statistical tables showing -- in detail -- the responses to all of the questions asked in the poll in the order in which they were asked. These tables are cross-tabulated by sex (female/male) and by whether or not respondents graduated from college, attended college but did not graduate, or never went to college. Other statistical tables in addition to these 105 are available, but they have not been published.

Whenever Group Attitudes Corporation conducts public opinion research, it seeks to comply with the code of ethics set by the American Association for Public Opinion Research. That code gives guidelines for protecting respondent confidentiality and for the disclosure of survey results. In preparing, publishing, and distributing this survey, GAC has sought to adhere as closely as possible to the AAPOR code. A copy of the code is included in the appendix.

Questions about this study and its methodology may be directed to Dr. Walter K. Lindenmann, president of Group Attitudes Corporation, 420 Lexington Avenue., New York, N.Y. 10017 (Telephone: 212-210-8840). Dr. Lindenmann served as project supervisor and principal investigator; David Micklos, GAC attitude research specialist, was chief analyst.

GROUP ATTITUDES CORPORATION
New York, New York

October, 1982

SUMMARY AND HIGHLIGHTS

Here, presented in summary form, are the major findings of a national public opinion poll carried out to determine attitudes of Americans toward higher education.

These findings are based on interviews with a stratified sample of 1,188 persons aged 18 and over, representative of the adult population of the U.S. The field work for this survey was carried out between May 1 and July 31, 1982.

Findings Relating to the General Public's Feelings About Federal Support of Higher Education

1. Americans clearly feel that opportunities for higher education should be extended, rather than restricted. Better than eight out of 10 think the opportunity to attend college should be made available to all qualified students.

By a margin of 84.0 to 6.9 percent, Americans agree that all young people who have the ability and motivation to profit from higher education should be given the chance to go to college. Because of this, Americans reject reductions in federal aid that would restrict higher educational opportunities for needy students.

2. A majority of Americans who have plans to help finance a college education for their children are concerned that they may not have sufficient funds to do so.

Only 11.1 percent of Americans are confident they will be able to pay for higher education for their children, while 53.7 percent are not sure they will be able to foot the bill. Another 32.5 percent have some concern, but think there probably will be enough money to finance a college education. Surely, concern over the ability to pay for a college education will only increase if government involvement in higher education decreases.

3. A substantial proportion of Americans are critical of a move to reduce federal aid for college students. Clear majorities favor continued federal support for needy students and institutions.

A plurality of Americans (48.5 percent) would call themselves critics of reductions in financial aid to college students, while 40.8 percent would call themselves supporters. Better than three-quarters (77.4 percent) think the federal government should continue to provide low-interest loans to middle-income students; 70.6 percent favor continuing federal grants for low-income students;

and 66.4 percent favor continued federal aid for colleges and universities having a large proportion of low-income students.

Echoing basic allegiances to the Reagan Administration's economic policies, this study found that support for cuts in federal aid to college students increased with income.

4. Americans especially favor continued government support of academic research in medicine and the physical sciences.

Eighty-one percent of Americans think the federal government should continue to underwrite medical research at American universities, and 64.0 percent think government should continue to fund research in the physical sciences. Fewer favor federal support of research in the humanities (41.8 percent), the social sciences (39.0 percent), and programs in the arts (25.9 percent).

5. A substantial proportion of Americans view aid to higher education as a priority item in the federal budget. A majority would not support major cuts in federal aid to higher education.

Only 15.7 percent of Americans think federal aid to higher education should be cut back drastically, compared to 44.2 percent who think it should not be cut at all. Another 40.1 percent think aid to higher education should be cut back only somewhat.

In terms of federal programs Americans feel should be cut back the least, aid to higher education ranked fourth of nine budget areas. People believe that the school lunch program, defense spending, aid to agriculture, welfare programs, and the space program are all more deserving of budget cuts than is aid to higher education.

The following percentages of respondents felt these programs "should not be cut back at all": medical care for the aged (68.0 percent), cancer and medical research (62.0 percent), energy research and development (43.1 percent), aid to higher education (42.2 percent), school lunch program (33.5 percent), national defense spending (32.5 percent), aid to agriculture (28.6 percent), social welfare programs (22.5 percent), and the space program (19.9 percent).

Findings Relating to the General Public's Feelings About How to Pay for Higher Education

6. Americans think that gifts and endowments should play larger roles in supporting independent and religious institutions of higher education, while federal and state governments should be more important sources of funds for public institutions.

Foundation grants, student tuition, and private industry are expected to play similar, and important roles in funding both public and independent institutions.

7. One-fourth (26.0 percent) of all Americans who have been to college claim they have made some sort of donation to the undergraduate school they attended.

Substantially more of those who attended independent (33.1 percent) and religious colleges (47.6 percent) say they have made contributions than have those who attended public colleges (22.3 percent). Of those who say they had made donations, majorities say belief in supporting higher education (69.5 percent) and loyalty to alma mater (62.3 percent) were among their reasons for making contributions.

Findings Relating to Public Perceptions of the Value and Role of Higher Education

8. A large majority of Americans (72.5 percent) think the overall quality of higher education in the United States is good or excellent.

Another 23.1 percent rate the quality of collegiate education as fair, and only 3.6 percent rate it as poor. While 79.9 percent of women give high marks to American colleges, only 63.9 percent of men rate them as good or excellent.

9. Better than a third of all American (38.8 percent) believe the quality of higher education in the United States is improving, and a similar proportion (36.1 percent) think it is staying about the same. About one-fourth (23.6 percent) think the quality of collegiate education is getting worse.

Men and those with no dependent children are more likely to believe the quality of education is declining than are women and those with one or more dependent children.

10. Nine out of 10 Americans (90.2 percent) think the things a person learns in college are important for later life. However, it appears Americans define the importance and role of higher education in rather narrow terms.

The results of this study suggest that Americans tend to see higher education as a means to very specific ends, such as to a career and technological advancements. They play down the broader aspects of college education that do not reap tangible benefits and tend not to see higher education as an end in itself.

Respondents reacted most favorably to the most practical aspects of collegiate education -- preparation for a career, scientific research and adult education. The philosophical aspects of higher education -- pursuit of academic excellence, academic freedom, and free inquiry into controversial ideas -- were all perceived less positively.

Also, while majorities of Americans think teaching (87.4 percent) and research (67.1 percent) are "very important" purposes of a college or university, only 39.2 percent see public service as a very important purpose.

11. Americans view science-related and professional programs as the most important aspects of college curricula. Less importance is given to programs in the arts, humanities, and remedial learning.

If declining enrollment should lead colleges to cut back on certain curricula, a majority of Americans think programs in engineering and the applied sciences (81.6 percert), professional fields (80.1 percent), the hard sciences (72.5 percent) and the social sciences (53.7 percent) should be cut back only slightly, if at all. Given the choice, Americans would sooner see substantial cuts in remedial learning programs (48.1 percent), the fine and performing arts (54.4 percent) and the humanities (32.5 percent).

12. Clear majorities of Americans agree that a college-educated person is more likely to be a community leader (71.5 percent) and more likely to be self supporting (68.7 percent) than would be an individual who never went to college.

However, Americans are nearly as likely to disagree as to agree that a college-educated person is more likely to

have a stable family life, pay taxes, or be a law-abiding citizen.

Findings Relating to Reasons Why People Choose, or Choose Not, to Go to College

13. Paradoxically, although Americans appear to think most people go to college to obtain the education and vocational training necessary to get a job, at the same time, they believe a college education offers little guarantee of employment.

A majority of Americans feel that two very important reasons why people choose to attend college are: 1) A need for more education and vocational training than was received in high school (62.5 percent) and, 2) A college degree is necessary to get a job (59.1 percent).

A majority (64.5 percent) also believe a college-educated person is just as likely to be unemployed during a recession as anyone else.

14. A majority of Americans believe three very important reasons why people choose not to go to college are: 1) A college education is too expensive (69.8 percent), 2) There are alternatives to college -- such as on-the job training and technical schools (64.3 percent) and 3) People don't like school well enough to continue their education after high school (51.2 percent).

Findings Relating to Sources of Information About Higher Education

15. Less than two in ten Americans (17 percent) rate the mass media -- newspapers, magazines, television and radio -- as "very important" sources of information about colleges and universities.

Many more rate college publications (49.2 percent) and commercially-available guidebooks (33.8 percent) as very important information sources. While those who have not attended college are more likely to think each of these is an important information source, college graduates are more likely to think personal contacts, counselors, faculty members and orientation programs are important sources of information.

DETAILED FINDINGS

I. General Public's Feelings About Federal Support of Higher Education

I. GENERAL PUBLIC'S FEELINGS ABOUT FEDERAL SUPPORT OF HIGHER EDUCATION

Extending The Opportunity to Pursue Higher Education

Americans believe that worthy students should be given the chance to pursue a college education. Eight out of ten respondents in this survey thought the opportunity to attend college should be made available to all young people who have the ability and motivation necessary to profit from the experience.

Surprisingly, respondents who had never been to college were more likely to agree that the opportunity to attend college be extended to all qualified students, than were those who were college graduates. Respondents who had attended public institutions were more supportive of the right of worthy students to pursue their education than were those who had attended private colleges. Also, respondents with dependent children were more likely to favor extending opportunities to go to college than were those with no children. Similar proportions of respondents in all income categories up to $40,000 per year were supportive of increasing opportunities for higher education; however, support was significantly less among respondents with annual incomes over $40,000 (see Chart 1).

Parents' Concern About Financing College Education

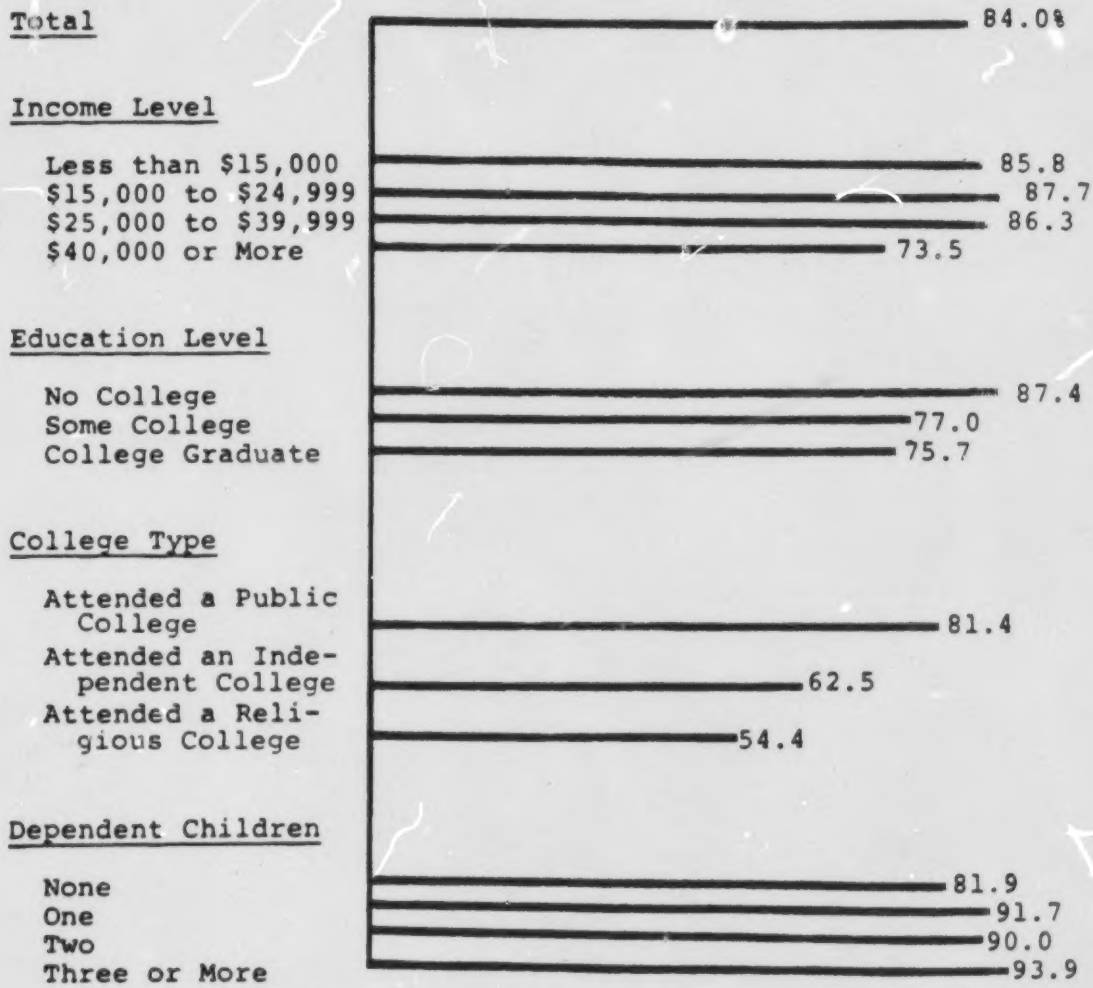
Although Americans would like to see as many worthy students given the chance to go to college as possible, the question of

CHART 1

Should the Chance to Attend College Be Extended to All Qualified Students?

Those Replying "Yes"

(Weighted N=8,827)



Percent Answering "Yes."

Question: In your opinion, should the opportunity to attend college be made available to all young people who have the ability and motivation to profit by a college education?

where the money will come from to support these students looms large. Many parents are worried about their ability to finance a college education for their children.

A majority of all respondents (53.7 percent) said they are currently financing the college education of one or more children, or hope to do so in the future.

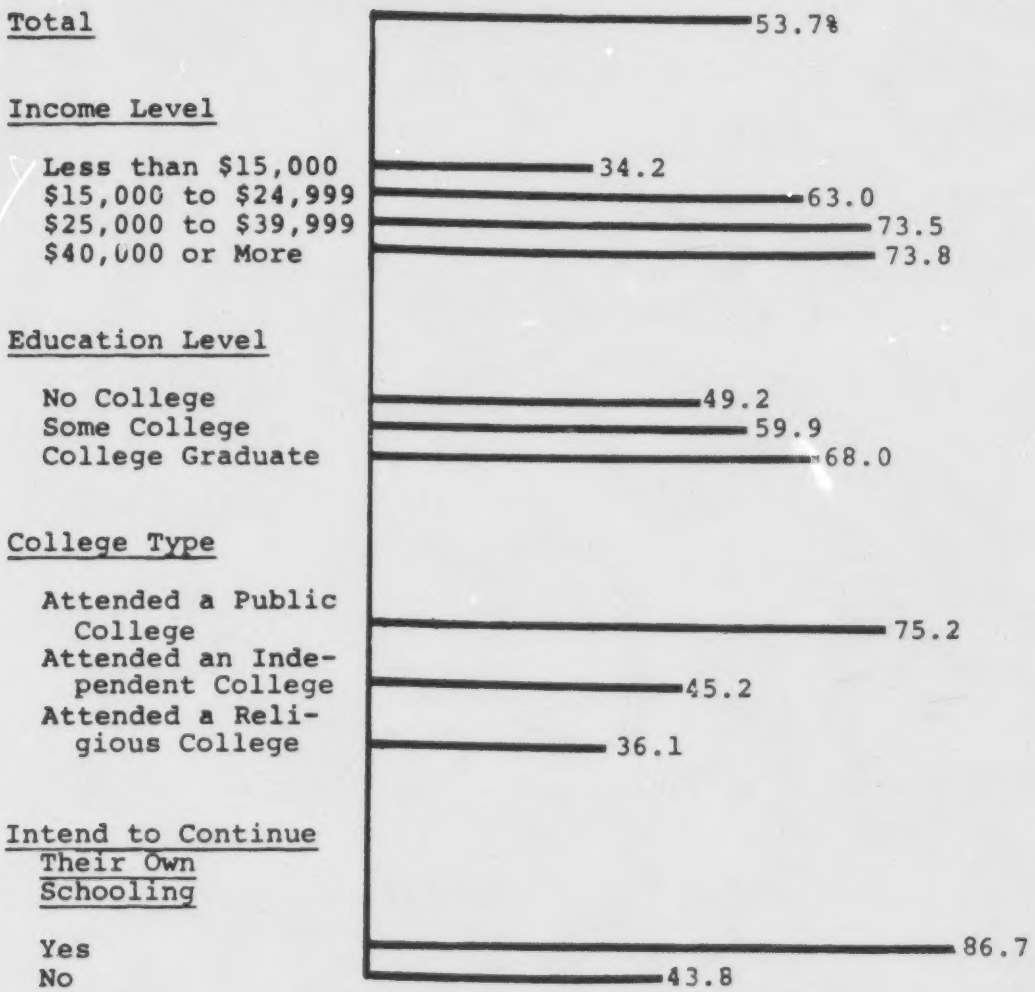
The findings strongly indicate that college education begets college education -- those who have had most involvement with higher education are also more likely to plan for their children to pursue a college education. Sixty-eight percent of all college graduates intend to finance college education for their children, compared to 59.9 percent of those who have had some college, and only 49.2 percent of those who have a high school education or less. A much higher proportion of those who have attended public institutions said they hope to help finance their children's college education than of those who attended independent or religious colleges. Also, twice as many respondents who have intentions to complete additional schooling themselves plan to help finance college education for their children as do those who do not intend to seek more education.

Sadly, it appears that respondents in lower-income brackets are not as likely to see the possibility of a college education for their children. While about 74 percent of respondents with incomes of $25,000 or more plan to help finance college education for their children, 63.0 percent of those with incomes between $15,000 and $24,999, and only 34.2 percent with incomes of less than $15,000 have such hopes (see Chart 2).

CHART 2

Those Who Intend to Help Finance a College Education for Their Children

(Weighted N=8,827)



Percent Answering "Yes."

Question: Do you intend or hope to help finance the college education of one or more of your children (or are you currently doing so)?

More than half of all Americans who have plans to help finance a college education for their children are very concerned that they may not have sufficient money to do so. Another third are somewhat concerned, but think that they will probably have sufficient funds to finance a college education. Only about one in ten are confident they will have enough money for their children's college educations (see Chart 3).

Of respondents who have not attended college, 53.7 percent are very concerned about their ability to pay for a college education for their children, compared to 43.5 percent of college graduates. Also, 62.8 percent of women are not sure they will have enough money to pay for a child's education, compared to only 45.5 percent of men.

Reaganomics and Federal Support of Higher Education

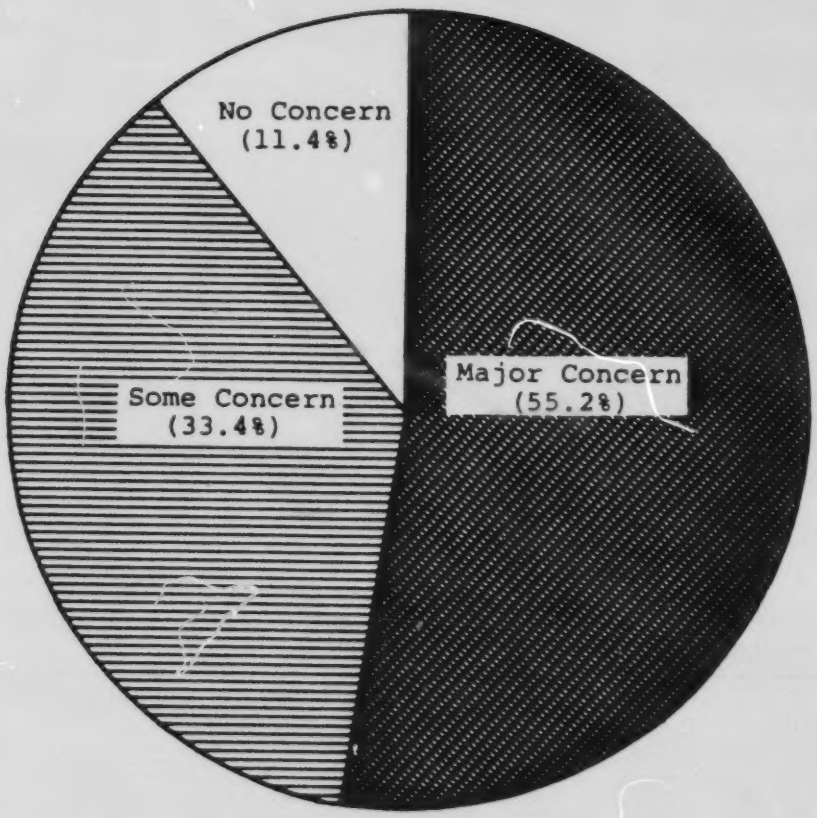
In light of parents' concerns over their ability to keep up with the spiraling cost of college education for their children, it is not surprising that many Americans feel higher education should be spared the budget cuts of Reaganomics.

Supporters of the Reagan Administration's financial policies see cuts in federal aid to students and institutions as a means of reducing government spending and fighting inflation. However, critics of Reaganomics fear that cuts in federal aid to higher education may cause a financial crisis for many colleges and universities by forcing students to drop out or go to lower-priced institutions.

CHART 3

Those Concerned About Their Ability to Finance a College Education for Their Children

(Weighted N=4,610)



"No Answers" Are Eliminated.
(IF INTEND TO FINANCE A COLLEGE EDUCATION.) Question: Do you have any concern about your ability to finance a child's college education?

Given this scenario, a plurality of 48.5 percent of Americans say they side more with the critics of cuts in federal aid for college students, while 40.8 percent side more with supporters. Consistent with the view that Reaganomics favors the wealthy and hurts the poor, the findings show a significant contrast in the views of respondents in different income brackets. While majorities in lower-income brackets were critical of a move to cut federal aid available to students, majorities in upper-income brackets were supportive of such a move (see Chart 4 and Table 1).

Non-college and college-graduate respondents lined up together as critics of cuts in student aid, but a plurality of respondents who had some college background called themselves supporters of budget cuts. A majority of respondents who intend to seek additional education for themselves sided with critics of budget cuts, while a plurality of those who do not plan to further their educations sided with supporters. Also, women were more likely to be critics of cuts in federal aid to students; men were more likely to be supporters (see Table 1).

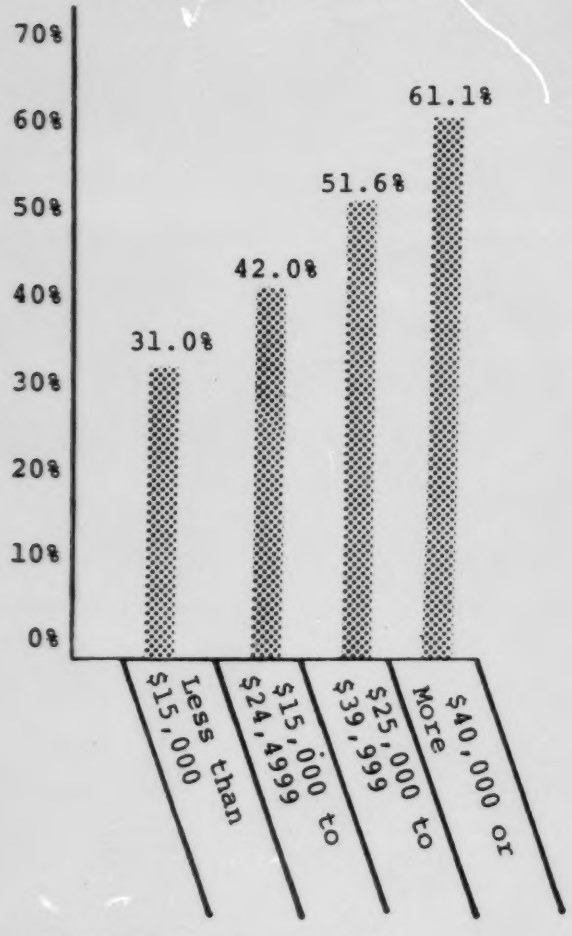
Federal Aid for Needy Students and Institutions

Although there may be no decisive split in the proportion of Americans who are supporters or critics of the premise that federal budget cuts will hurt higher education, clear majorities favor continued federal support for needy students and institutions. By a margin of nearly eight to one (77.4 to 10.3 per cent), respondents in this survey favored a continuation of low-

CHART 4

Those Who Support Cuts in Federal Aid for College Students, by Income

(Weighted N=8,827)



Supporters of Reagan Cuts.

Question: President Reagan and the Congress are considering putting into effect major reductions in financial aid available to many students. Supporters of the cuts see reductions as means of cutting government spending and fighting inflation. Critics of the cuts fear it will limit college and university opportunities, forcing students to drop out of college or transfer to, or enroll in lower-priced institutions, thus causing a financial crisis for many institutions. Do you agree more with the supporters of the cuts or more with the critics, or do you have a different view?

TABLE 1

Those Who Oppose and Support Cuts In Federal Aid for College Students

(Weighted N=8,827)

	Oppose Cuts In Federal Aid	Support Cuts In Federal Aid
Total	48.5%	40.8%
Income Level		
Less Than $15,000	56.5	31.0
$15,000 to $24,999	52.9	42.0
$25,000 to $39,999	34.7	51.6
$40,000 or More	33.3	61.1
Education Level		
No College	49.4	39.6
Some College	42.7	48.6
College Graduate	50.5	37.6
College Type		
Attended a Public College	46.9	46.9
Attended an Independent College	57.3	20.2
Attended a Religious College	52.4	32.7
Intend to Continue Their Own Schooling		
Yes	58.4	32.0
No	44.1	47.7
Sex		
Female	50.9	32.9
Male	45.5	50.1

Those with "different views" and "no answer" eliminated.

Question: President Reagan and the Congress are considering putting into effect major reductions in financial aid available to many students. Supporters of the cuts see reductions as one means of cutting government spending and fighting inflation. Critics of the cuts fear it will limit college and university opportunities, forcing students to drop out of college or transfer to, or enroll in lower-priced institutions, thus causing a financial crisis for many institutions. Do you agree with the supporters of the cuts or more with the critics, or do you have a different view?

interest loans to middle-income students. By a margin of 70.6 to 18.5 percent, they favored continuing federal grants for low-income students. The respondents also favored, by 66.4 to 16.2 percent, continued support for those colleges and universities that have a high proportion of low-income students (see Chart 5).

Loans for middle-income students enjoy the widest support among the American populace of these three types of federal aid. Similar proportions of non-college and college-graduate respondents, of men and women, and of those in different income brackets favor a continuation of federally-funded loan programs.

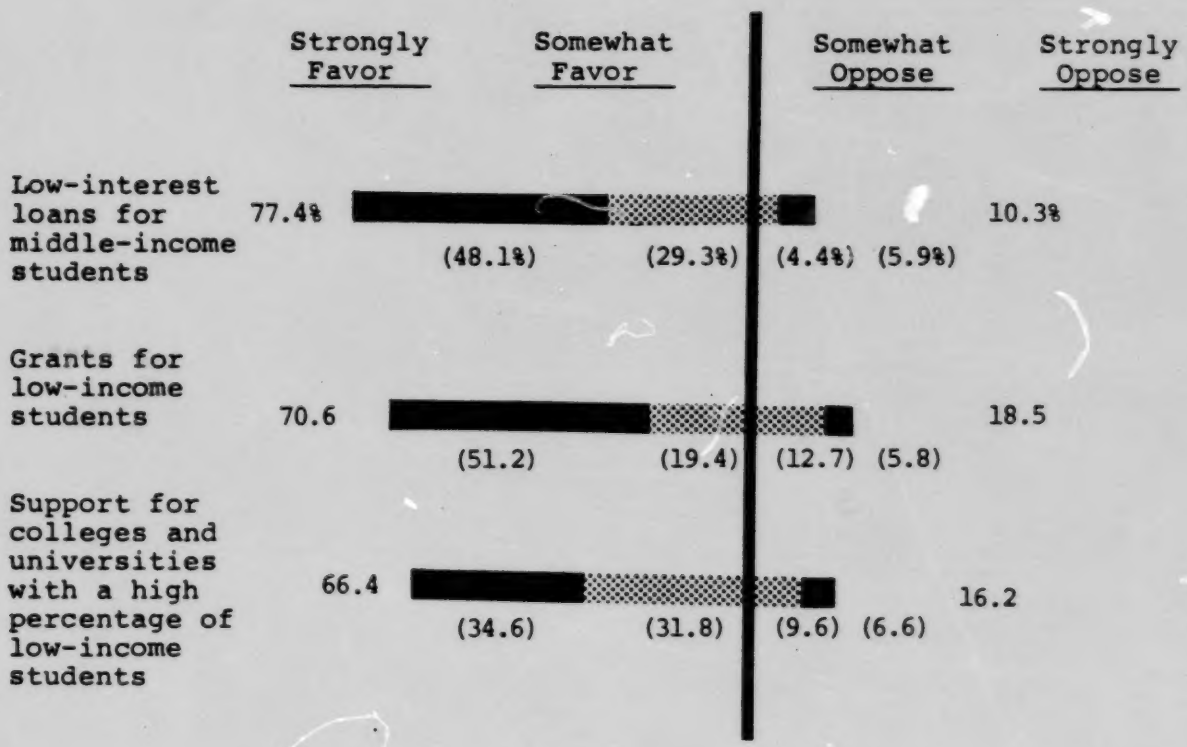
In contrast, certain segments of the population are not as favorably inclined toward outright grants for low-income students. Echoing basic support for Reaganomics, significantly fewer respondents in higher income brackets favor federal grant programs than do those in lower income brackets. Also, significantly more women and a higher proportion of those who intend to seek additional education favor grants for low-income students (see Table 2).

Support for federal aid to colleges and universities with a high percentage of low-income students is also stratified by income -- wealthier respondents were more likely to oppose this type of aid than were middle-income and poorer respondents. Significantly more respondents who had only completed high school favored continued federal aid to poorer colleges than did those who had attended college. Also, a higher proportion of women favored this type of aid to higher education (see Table 3).

CHART 5

Those Who Support or Oppose Continued Federal Aid to Needy Students and Institutions

(Weighted N=8,827)



"Undecided" Answers Are Eliminated.
Question: Please indicate how strongly you favor continued federal support for the following higher education programs:

TABLE 2

Those Who Support or Oppose Continued Federal Grants to Low-Income Students

(Weighted N=8,827)

	Strongly Favor	Somewhat Favor	Somewhat Oppose	Strongly Oppose
Total	51.2%	19.4%	12.7%	5.8%
Income Level				
Less Than $15,000	65.7	13.2	6.0	7.0
$15,000 to $24,999	51.4	18.9	12.9	4.4
$25,000 to $39,999	32.8	32.4	18.9	6.1
$40,000 or More	29.3	24.3	33.8	5.5
Education Level				
No College	56.6	16.1	12.3	6.2
Some College	38.9	23.9	10.3	6.3
College Graduate	39.3	30.2	17.3	3.5
College Type				
Attended a Public College	35.2	25.9	16.8	6.7
Attended an Independent College	32.3	25.6	18.4	0.9
Attended a Religious College	27.9	42.2	17.0	2.7
Intend to Continue Their Own Schooling				
Yes	63.5	17.6	4.5	3.8
No	46.6	19.5	16.9	7.2
Sex				
Female	60.2	20.7	4.7	4.3
Male	40.6	17.9	22.0	7.6

"Undecided" answers eliminated.

Question: Please indicate how strongly you favor continued federal support for the following higher education programs: Grants to low income students.

TABLE 3

Proportions That Support or Oppose Continued Federal Aid for Colleges With a Large Percentage of Low-Income Students

(Weighted N=8,827)

	Strongly Favor	Somewhat Favor	Somewhat Oppose	Strongly Oppose
Total	34.6%	31.8%	9.6%	6.6%
Income Level				
Less Than $15,000	44.1	24.9	1.4	7.3
$15,000 to $24,999	31.8	43.4	10.9	4.0
$25,000 to $39,999	22.3	33.7	21.4	9.3
$40,000 or More	28.5	28.6	19.3	7.0
Education Level				
No College	38.7	32.0	7.0	6.4
Some College	31.6	27.2	14.0	8.6
College Graduate	18.6	35.9	16.8	5.0
College Type				
Attended a Public College	25.2	28.5	20.1	6.3
Attended an Independent College	18.4	30.0	13.5	3.5
Attended a Religious College	15.6	47.6	18.4	4.8
Sex				
Female	42.1	29.4	5.4	5.0
Male	25.8	34.5	14.5	8.3

"Undecided" answers eliminated.

Question: Please indicate how strongly you favor continued federal support for the following higher education programs: Support for colleges and universities with a large percentage of low income students.

Federal Funding of Academic Research

When it comes to federal funding of academic research, Americans enthusiastically endorse research in medicine and the "hard" sciences. Overwhelming majorities of respondents in this study favored continued federal support of research in the medical fields and the physical sciences.

Opinion was split on research in the humanities and the "soft" sciences. Still, pluralities favored continued federal support of research in the humanities (literature, languages and philosophy) and the social sciences (economics, sociology and psychology). However, a large plurality opposed continued federal support of programs in the arts (see Table 4).

There were several significant differences in levels of support for various types of university research among different segments of the population. For example, significantly higher proportions of those who had attended public and religious colleges favored continued federal support of university research than did those who attended independent colleges (see Chart 6).

Also interesting, significantly more respondents who are college graduates (38.2 percent) favored federal support for programs in the arts than than did of those who have some (28.5 percent) or no college education (22.7 percent). This suggests that a college education does help cultivate an appreciation of the social value of art, and that graduates are much more likely to view the purpose of a college education in broader terms than are the non-college public.

TABLE 4

Those Who Support or Oppose Continued Federal Funding of Academic Research

(Weighted N=8,827)

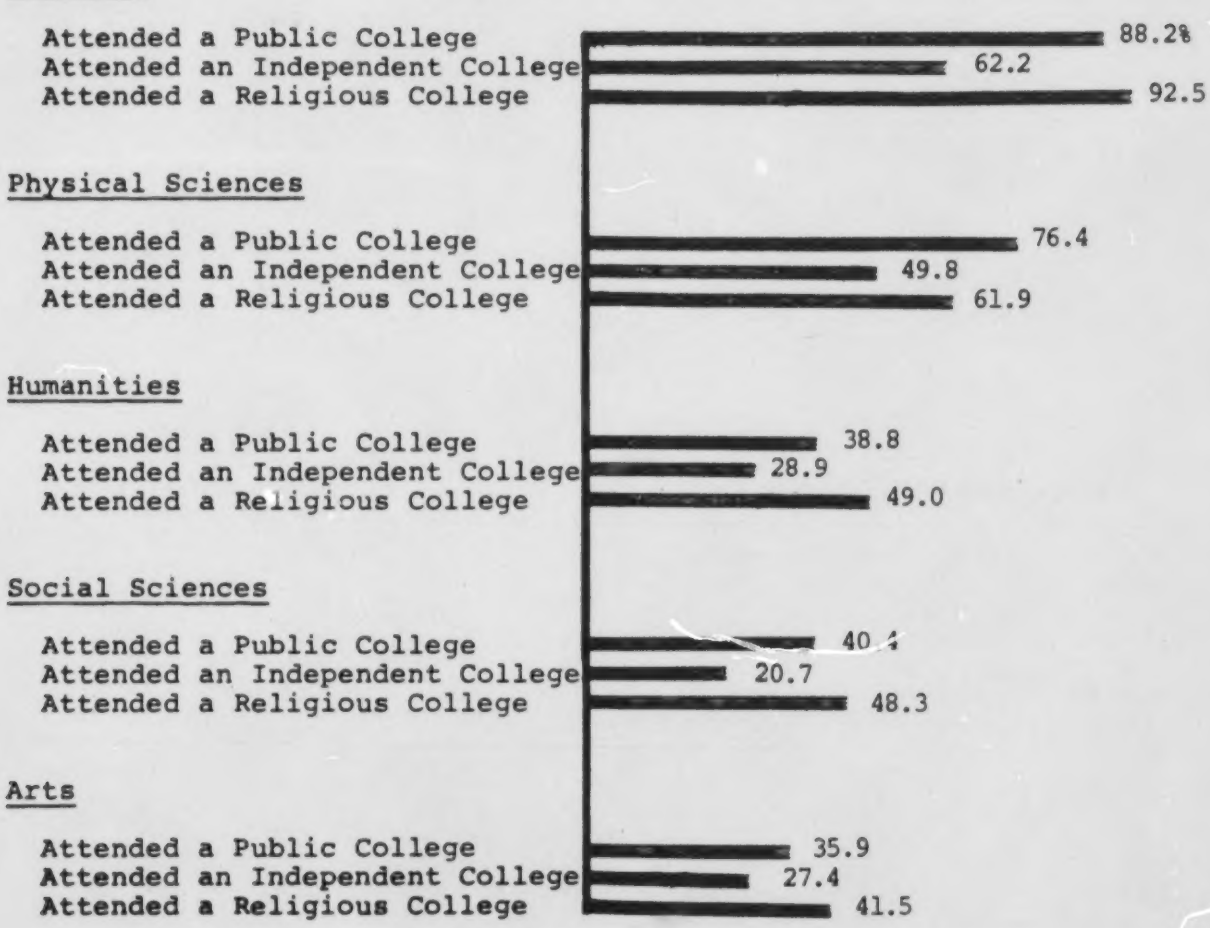
	Favor	Oppose	Undecided
Medicine	81.0%	6.1%	9.5%
Physical Sciences	64.0	12.7	19.2
Humanities	41.8	31.2	23.1
Social Sciences	39.0	31.9	25.2
Programs in the Arts	25.9	46.8	22.3

"No Answers" eliminated.
Question: Please indicate how strongly you favor continued federal support for the following higher education programs: support for university research in the medical field . . . support for university research in the physical sciences . . . support for university research in the social sciences . . . support for university programs in the arts . . . support for university research in the humanities.

CHART 6

Those Who Support Continued Federal Funding of Academic Research, by Type of College Attended

(Weighted N=8,827)



Question: Please indicate how strongly you favor continued federal support for the following higher education programs: support for university research in the medical field...support for university research in the physical sciences...support for university research in the social sciences...support for university programs in the arts...support for university research in the humanities.

Opposition to Cuts in Federal Aid to Higher Education

The results of this study indicate that an overwhelming majority of Americans would not support major cuts in federal aid to higher education. Better than twice as many respondents thought government aid to higher education should not be cut back at all as said it should be cut back drastically (see Chart 7).

Respondents who had attended independent colleges, those in higher-income brackets and those who have no intention of seeking further education were most likely to favor substantial cuts in federal aid to higher education (see Table 5).

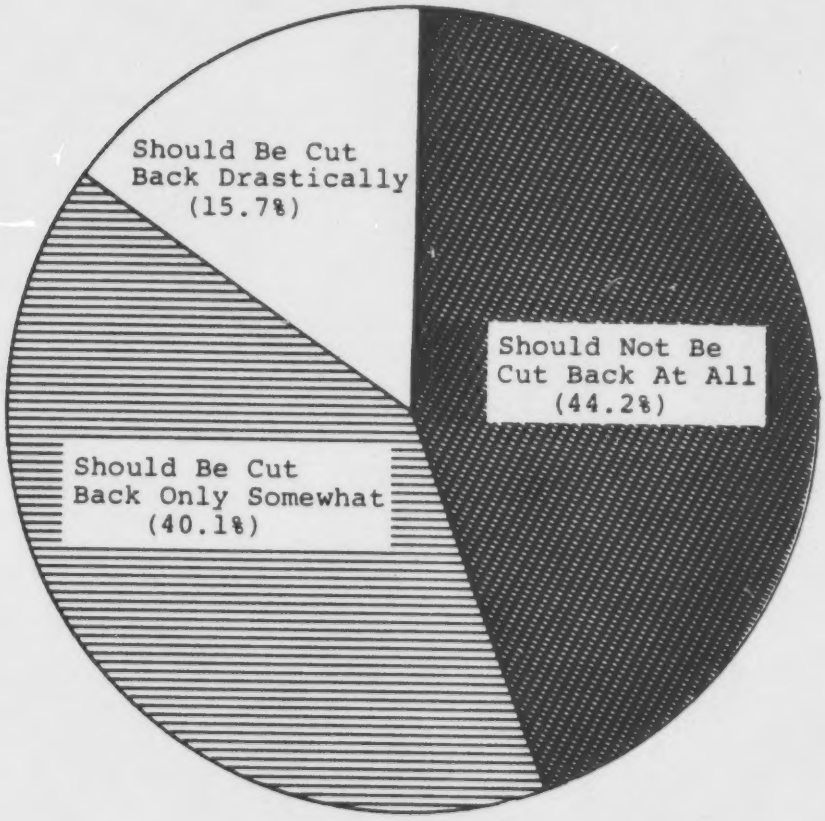
People living in the South and West are least supportive of major cuts in federal aid to higher education. While 48.1 percent of those living in the South and 45.2 percent of those living in the West think government aid to higher education should not be cut back at all, only 38.8 percent of respondents living in the Northeast and 34.3 percent of those living in the North Central region share this view.

A substantial proportion of Americans view aid to higher education as a priority item in the federal budget. Aid to higher education ranked fourth of nine specific budget areas, in terms of federal programs respondents thought should be cut back the least. Americans feel that the space program, social welfare programs, defense spending, aid to agriculture and the school lunch program are all more worthy of budget cuts than is aid to higher education (see Table 6).

CHART 7

How Much Should Federal Aid to Higher Education Be Cut Back?

(Weighted N=8,436)



"No Answers" Are Eliminated.

Question: You are probably aware that the federal government is thinking about reducing budgets of a number of federally funded projects and programs. What would be your recommendation for these cutbacks? For each program listed, please indicate how much you think its budget could be cut back by circling the appropriate number on the zero-to-10 rating scale. The higher the number, the more you think the budget could be cut back. -- Government aid for higher education. Scores of 8 to 10, "should be cut back drastically," score of 3 to 7, "should be cut back only somewhat," scores of 0 to 2, "should not be cut back at all."

TABLE 5

Proportions Who Favor or Oppose Cuts in Federal Aid to Higher Education

(Weighted N=8,827)

	Should Not Be Cut At All	Should Be Cut Only Somewhat	Should Be Cut Drastically
Total	42.2%	38.3%	15.0%
Income Level			
Less than $15,000	48.6	30.9	14.7
$15,000 to $24,999	46.9	35.2	16.2
$25,000 to $39,999	30.9	47.8	19.8
$40,000 or More	26.6	64.9	6.6
Education Level			
No College	44.7	35.0	16.0
Some College	36.8	43.5	17.5
College Graduate	37.0	48.1	7.9
College Type			
Attended a Public College	42.5	50.4	6.8
Attended an Independent College	29.7	49.0	11.5
Attended a Religious College	49.7	46.9	1.4
Intend to Continue Their Own Schooling			
Yes	54.1	34.2	10.4
No	37.4	40.9	17.8

"No Answers" are not shown.

Question: You are probably aware that the federal government is thinking about reducing budgets of a number of federally funded projects and programs. What would be your recommendation for these cutbacks? For each program listed, please indicate how much you think its budget could be cut back by circling the appropriate number on the zero-to-10 rating scale. The higher the number, the more you think the budget could be but back. -- Government aid for higher education. Scores of 8 to 10, "should be cut back drastically," score of 3 to 7, "should be cut back only somewhat," scores of 0 to 2, "should not be cut back at all."

TABLE 6

Proportions Who Favor or Oppose Various Federally-Funded Programs

(Weighted N=8,827)

	Should Not Be Cut Back at All	Should Be Cut Back Only Somewhat	Should Be Cut Back Drastically
1. Medical care for the aged	68.0%	19.2%	9.5%
2. Cancer and medical research	62.0	27.6	7.4
3. Energy research and development	43.1	40.4	13.4
4. Aid to higher education	42.2	38.3	15.0
5. School lunch program	33.5	44.0	18.4
6. Defense spending	32.5	42.0	22.3
7. Aid to agriculture	28.6	52.4	13.9
8. Social welfare programs	22.5	42.0	31.6
9. Space program	19.9	46.3	30.7

"No Answers" are not shown.

Question: You are probably aware that the federal government is thinking about reducing budgets of a number of federally funded projects and programs. What would be <u>your</u> recommendation for these cutbacks? For each program listed below, please indicate how much you think its budget could be cut back by circling the appropriate number on the zero-to-10 rating scale. The higher the number, the more you think the budget could be cut back.

DETAILED FINDINGS

II. General Public's Feelings About How to Pay for Higher Education

II. GENERAL PUBLIC'S FEELINGS ABOUT HOW TO PAY FOR HIGHER EDUCATION

Income Sources for Colleges and Universities

Majorities of Americans think foundation grants, and federal and state governments should be major contributors to public and state institutions of higher education. Pluralities think student tuition, business and industry, and endowments should be major sources of income for public colleges and universities. Alumni gifts, local governments and religious organizations should be minor contributors to public institutions, according to pluralities of respondents, while a majority think non-alumni gifts should be only a minor contributor (see Table 7).

Majorities of Americans think endowments, alumni gifts, foundation grants and student tuition should be major contributors to independent and religious institutions of higher education. Business and industry, and religious organizations should also be major contributors, according to pluralities of respondents. A plurality think non-alumni gifts should be a minor source of income for non-public schools. According to substantial pluralities of respondents, state, federal and local governments should contribute nothing to independent and religious institutions (see Table 8).

It is apparent that Americans think that gifts and endowments should play larger roles in supporting non-public colleges and universities, while federal and state governments should be more important sources of funds for public institutions.

TABLE 7

Ideal Income Sources for Public Institutions

(Weighted N= 8,827)

	Should Be a Major Contributor	Should Be a Minor Contributor	Should Not Be a Contributor
State Government	58.4%	25.4%	10.7%
Foundation Grants	58.1	28.4	7.3
Federal Government	50.5	27.8	15.9
Student Tuition	46.3	43.1	4.4
Business and Industry	46.2	42.2	5.4
Institution's Endowment	44.3	40.8	7.9
Alumni Gifts	43.4	44.2	5.0
Local (County, City) Government	25.9	45.5	22.7
Religious Organizations	24.2	34.1	33.3
Non-Alumni Gifts	23.8	51.3	17.9

"No Answers" Are Eliminated.

Question: There are different ways of paying for higher education. Following is a list of sources of income for colleges and universities. For the two types of schools shown below, please indicate if you think each source should be a major, minor, or not at all a contributor to college and university funding. -- Public Institutions.

TABLE 8

Ideal Income Sources for Independent and Religious Institutions

(Weighted N= 8,827)

	Should Be a Major Contributor	Should Be a Minor Contributor	Should Not Be a Contributor
Institution's Endowment	59.7%	23.1%	6.2%
Alumni Gifts	55.2	28.9	5.9
Foundation Grants	54.7	25.5	8.7
Student Tuition	53.2	30.2	5.4
Business and Industry	41.0	36.0	11.3
Religious Organizations	43.3	26.1	19.9
Non-Alumni Gifts	30.6	41.3	18.7
State Government	22.5	28.8	38.0
Federal Government	20.0	28.5	38.3
Local (County, City) Government	16.9	27.5	44.9

"No Answers" Are Eliminated.

Question: There are different ways of paying for higher education. Following is a list of sources of income for colleges and universities. For the two types of schools shown below, please indicate if you think each source should be a major, minor, or not at all a contributor to college and university funding. -- Private Institutions.

Foundation grants, student tuition and private industry are expected to play similar, and important, roles in funding both public and private institutions. Enchoing the constitutionally-mandated separation of church and state, most Americans think contributions from religious organizations should play little, if any, role in funding public colleges and universities. Also, Americans feel that local governments should have to foot little of the bill for public higher education and even less for private education (see Table 9).

Who Makes Donations?

Twenty-six percent of all respondents who have been to college say they have made some sort of donation to the undergraduate school they attended, while 59.6 say they have not. While 40.2 percent of those who have completed a four-year program have made a contribution to the institution they received their undergraduate degree from, only 13.5 percent of those who have less than a bachelor's degree have made a donation to the last college they attended.

Those who had attended independent or religious institutions were much more likely to have made a donation, as were those in the highest income bracket. However, there was no substantial difference in the number of women and men who have made donations (see Table 10).

TABLE 9

Who, According to Respondents, Ought to Be Major Contributors to Public and Non-Public Institutions

(Weighted N= 8,827)

	Public Colleges	Non-Public Colleges
Institution's Endowments	44.3%	59.7%
Alumni Gifts	43.4	55.2
Non-Alumni Gifts	23.8	30.6
Federal Government	50.5	20.0
State Government	58.4	22.5
Local Government	25.9	16.9
Foundation Grants	58.1	54.7
Student Tuition	46.3	53.2
Business and Industry	46.2	41.0
Religious Organizations	24.2	43.3

Percent answering "should be a major contributor."

Question: There are different ways of paying for higher education. Following is a list of sources of income for colleges and universities. For the two types of schools shown below, please indicate if you think each source should be a major, minor, or not at all a contributor to college and university funding.

TABLE 10

Those Who Have Made Donations to Their Undergraduate School

(Weighted N= 2,607)

Total	26.0%
Income Level	
Less than $15,000	20.2
$15,000 to $24,999	17.5
$25,000 to $39,999	24.4
$40,000 or more	51.9
Education Level	
Some College	13.5
College Graduate	40.2
College Type	
Attended a Public College	22.3
Attended an Independent College	33.1
Attended a Religious College	47.6
Sex	
Female	28.4
Male	23.9

Percentage answering "yes."

Question: Have you ever made a donation (money, property, etc.) to the school from which you received your undergraduate degree, or (if no degree received) the one you attended most recently?

Reasons Why Respondents Had Made Donations

Of those who had made donations, a majority (69.5 percent) agreed that one of their reasons for making a contribution was "belief in the need for supporting higher education." A majority (62.3 percent) also agreed that loyalty to their alma mater was also a reason why they had made a donation. Smaller proportions agreed that these were reasons why they had made donations to their undergraduate school:

"Belief in the policies of this college or university" -- 48.5 percent

"'Repaying' financial assistance received while I was a student there" -- 23.4 percent

"Tax deductibility of such gifts" -- 21.2 percent

"Specific religious affiliation of this college or university" -- 15.8 percent

While 79.8 percent of those who had earned at least a bachelor's degree said that belief in supporting higher education was a reason for making donations, only 42.2 percent of those who had some college said this was a motivation for making donations. Significantly more of those who had attended public (79.0 percent) or religious schools (75.7 percent) agreed that this was one of their reasons for making a donation, compared to only 47.0 percent of those who had attended independent institutions. Belief in supporting higher education was a motivation for making donations for 73.7 percent of respondents who have no dependent children and for 72.5 percent of those who have one child, compared to only 59.6 percent of those with two children and 55.9 percent of those with three or more children.

Loyalty to their alma mater was a reason for donating for 70.1 percent of college graduates, compared to only 42.8 percent of those who had some college. Loyalty figured as a more important reason for making contributions among those who had attended independent institutions (75.7 percent); only 57 percent of those who had attended public or religious schools said this was a reason why they had made donations. Also, loyalty to alma mater increased as a motivation for making contributions with age (see Chart 8).

Belief in a school's policies was considered an important motivation for making contributions by many who had attended independent (70.4 percent) and religious institutions (62.9 percent); far fewer of those who attended public schools said this was a reason for donating (38.3 percent). It was also given as a reason for making donations by substantially more respondents in higher-income brackets:

Less than $15,000	38.8 percent
$15,000 to $24,999	39.7 percent
$25,000 to $39,999	56.3 percent
$40,000 or more	52.4 percent

Those who did not complete a bachelor's degree were substantially more likely to view donations as a means of "repaying" financial assistance they had received (33.7 percent) than were college graduates (19.3 percent). Sixty-four percent of those with two children and 45.8 percent of those with three or more

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"Tax deductibility of such gifts" -- 21.2 percent

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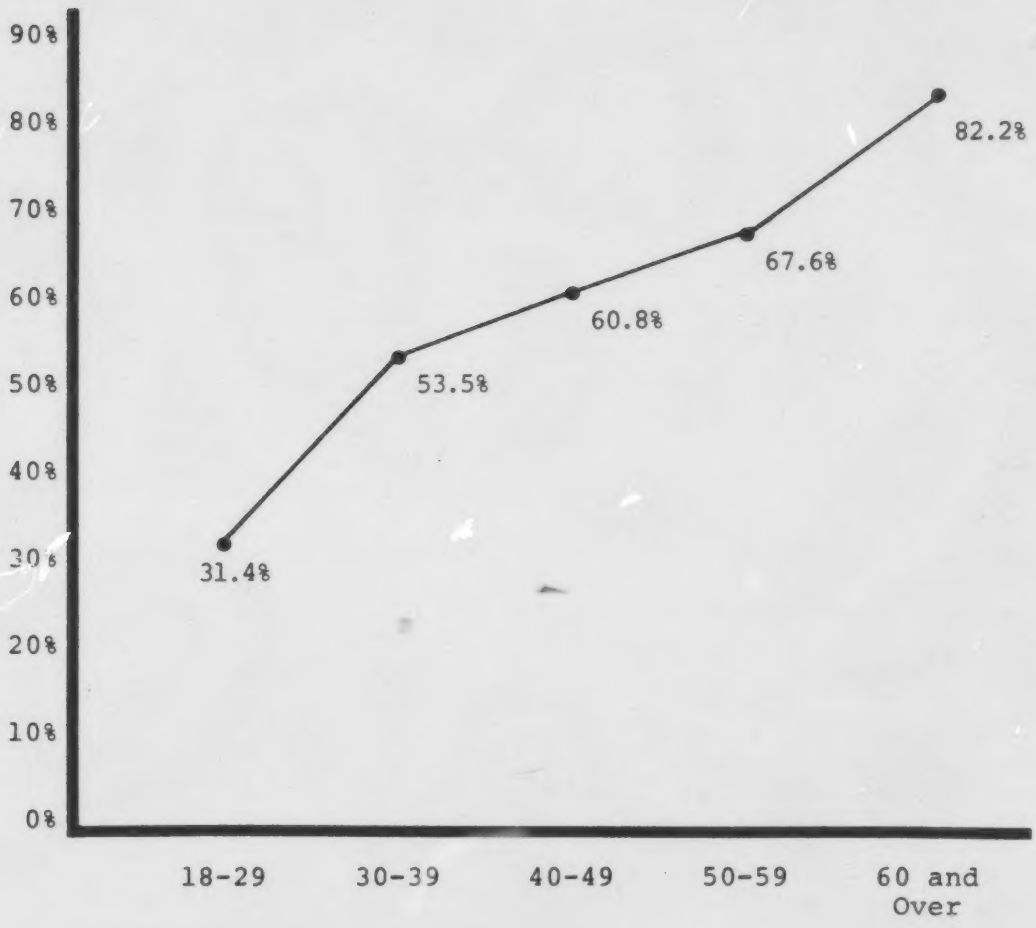
Less than $15,000	38.8 percent
$15,000 to $24,999	39.7 percent
$25,000 to $39,999	56.3 percent
$40,000 or more	52.4 percent

Those who did not complete a bachelor's degree were substantially more likely to view donations as a means of "repaying" financial assistance they had received (33.7 percent) than were college graduates (19.3 percent). Sixty-four percent of those with two children and 45.8 percent of those with three or more

CHART 8

Loyalty to Alma Mater As a Reason for Making Donations, by Age

(Weighed N=679)



Question: If you have made a donation to your former college, why did you? -- Loyalty to this college or university.

children said this was a reason why they had made donations, compared to only 10.1 percent of those who have one child and 11.9 percent of those with no children. The importance of "repaying" financial assistance received while attending school as a reason for donating bore an inverse relation to age (see Chart 9).

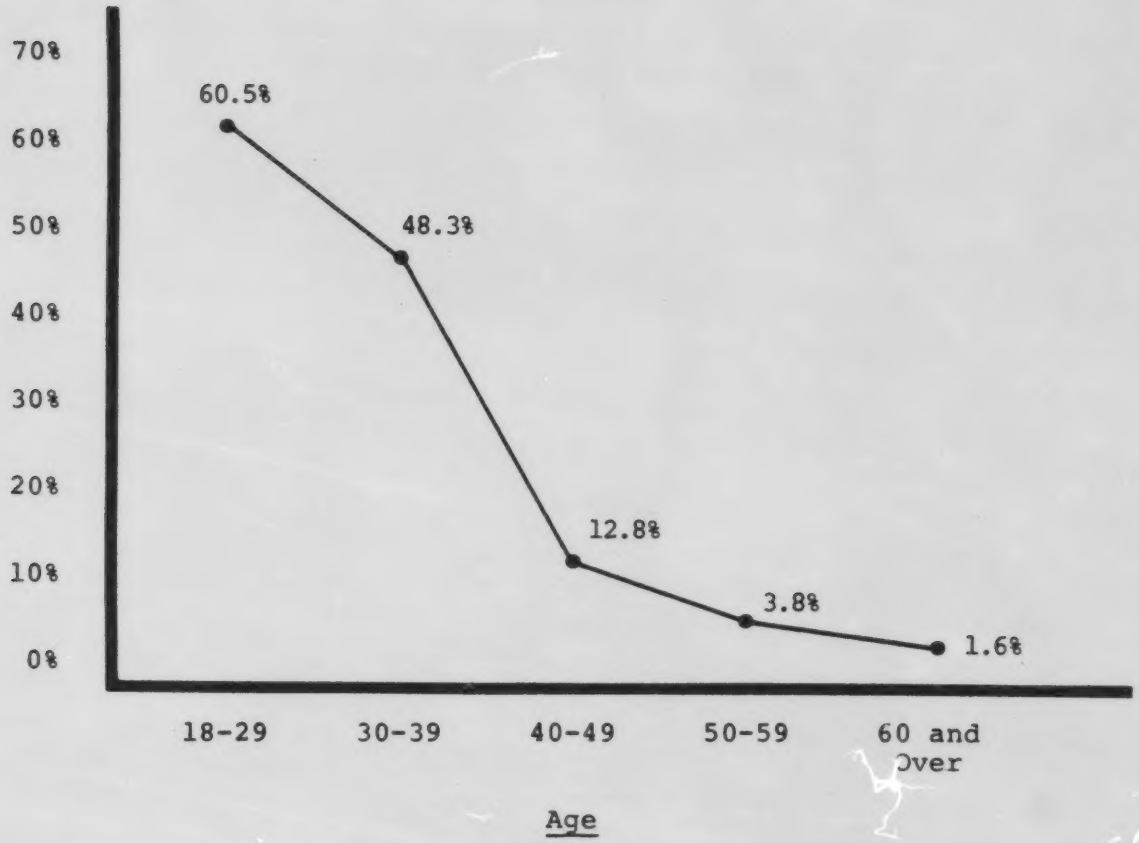
Taking tax deductions was a reason for making donations among 25.7 percent of college graduates, compared to only 9.6 percent of those who had attended college, but had not received bachelor's degrees. Only 14.9 percent of women said tax deductions were a reason for donating, compared to 27.9 percent of men. This was given as a reason for donating by 32.2 percent of those who attended public schools, and only 20.0 percent of those who went to independent schools and 17.1 percent of those who went to religious schools. While 27.1 percent of respondents with incomes of $25,000 to $39,999 and 28.3 percent with incomes of $40,000 or more said tax deductions were a reason for making a contribution, only 16.9 percent with incomes of $15,000 to $24,999 and 2.9 percent of those with incomes of less than $15,000 gave this as a reason.

Specific religious affiliation was a reason for donating among 52.9 percent of those who attended religious institutions, compared to only 5.2 percent of those who attended independent schools and 2.8 percent of those who attended public schools. Most significantly, 24.9 percent of women said this was a motivation for donating, compared to only 6.1 percent of men.

CHART 9

"Repaying" Financial Assistance As a Reason for Making Donations, by Age

(Weighted N=679)



Question: If you have made a donation to your former college, why did you? -- "Repaying" financial assistance received while I was a student there.

Reasons Why Respondents Had Not Made Donations

Of those who said they had not made donations, a majority (52.3 percent) agreed that one of the reasons they had not contributed was because they couldn't afford to at the time. Smaller proportions agreed that these were reasons why they hadn't made donations:

"Am supporting causes that are more worthwhile" -- 29.2 percent

"Have not been asked" -- 25.1 percent

"Oppose current policies of my former college or university" -- 5.2 percent

"My support is not needed" -- 2.8 percent

The rationale that they could not afford to make a donation was offered by 56.5 percent of those who had some college and only 46.3 percent of college graduates. Whereas 45.8 percent of those who have no children said this was a reason why they hadn't made a donation, 60.1 percent of those who have one dependent child, 54.5 percent who have two children, and 61.0 percent of those who have three or more children gave this as a reason. Sixty-one percent of those with incomes of less than $15,000, 54.8 percent with incomes of $15,000 to $24,999, and 50.9 percent with incomes of $25,000 to $39,999 said they could not afford to make a contribution, compared to 31.5 percent of those with incomes of $40,000 or more.

College graduates were more likely to say they were supporting more-worthy causes (34.6 percent) than were those who had not completed a bachelor's degree (25.4 percent). Also substantially more respondents in higher-income brackets offered this as a reason why they had not made a donation.

Less than $15,000 -- 17.2 percent

$15,000 to $24,999 -- 17.9 percent

$25,000 to $39,999 -- 38.5 percent

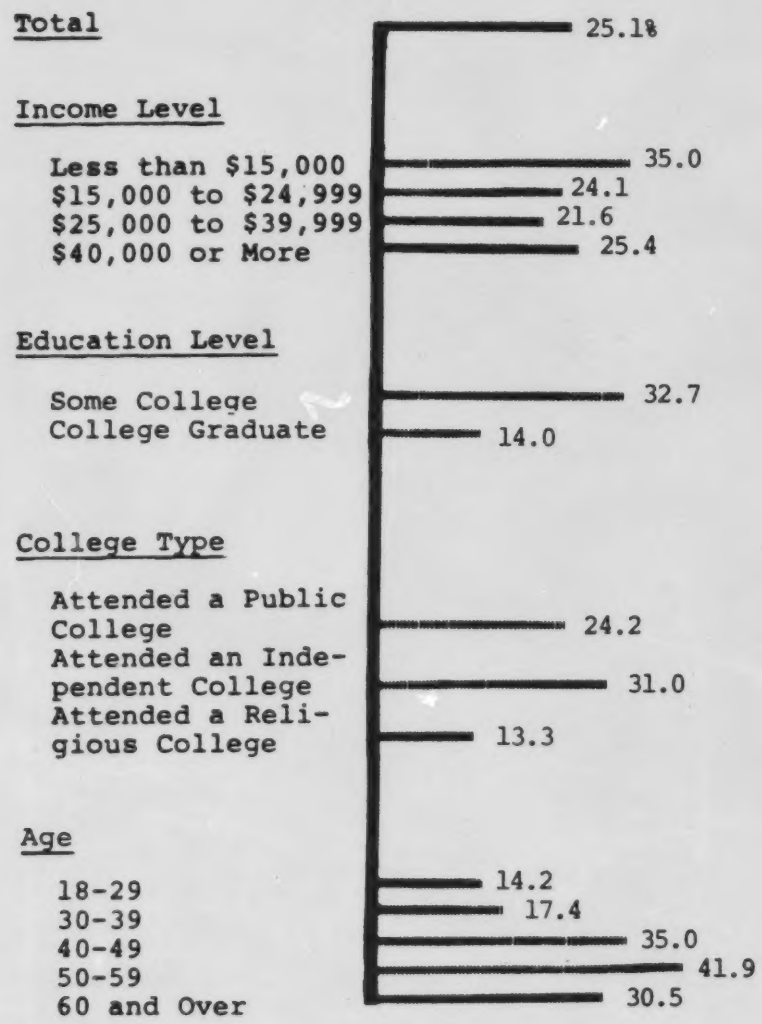
$40,000 or more -- 41.4 percent

Nearly one third of those who did not complete a four-year degree said they have not made a donation because they had not been asked. This suggests that students who have two-year degrees, and perhaps even college dropouts, represent an untapped revenue source -- especially considering that more than twice as many of those who have had some college say they have not been asked to make a donation as have of those who are graduates. Substantial proportions of respondents in older age brackets also said they had not been asked to make contributions, suggesting they, also, may respond especially well to contribution campaigns (see Chart 10).

CHART 10

Those Who Have Not Made Donations Because They Have Not Been Asked

(Weighted N=1,555)



Percent Answering "Have Not Been Asked."
Question: If you have not made a donation to your former college, why didn't you?

DETAILED FINDINGS

III. Public Perceptions of the Value and Role of Higher Education

III. PUBLIC PERCEPTIONS OF THE VALUE AND ROLE OF HIGHER EDUCATION

The Quality of Higher Education in the United States

A majority of Americans (54.1 percent) think that the things a person learns in college are "very important" for later life. Another 36.8 percent think a college education is "somewhat important" for later life, while only 2.3 percent think it is "not at all important."

Although 56 percent both of respondents who had no college education and college graduates thought the things learned in college are important in later life, only 44.4 percent of those who had some college felt this way. Also, respondents who intend to seek further education were more likely to rate a college education as very important for later life (61.5 percent) than were those who have no such intention (53.0 percent).

Also, people living in the West appear to attach a greater importance to college education than do those who live in other areas of the country. Sixty-nine percent of respondents who live in the West thought the things a person learns in college are "very important" for later life, compared to 58.1 percent who live in the South and even fewer of those who live in the Northeast (49.1 percent) and North Central (45.6 percent) regions.

A large majority of Americans thinks that the overall quality of higher education in the United States is "good" or "excellent." However, women and those who have

attended public institutions are more likely to give high marks to the quality of a college education than are men and those who attended private institutions (see Table 11).

Better than a third of Americans believe the quality of college education in the United States is generally improving, and a similar proportion believe it is staying about the same. About one-fourth of Americans think the quality of collegiate education is getting worse.

In general, Americans who have never been to college are more likely to perceive that the quality of education is improving than are college graduates. Substantially more men believe it is getting worse. Americans with dependent children and in lower- and middle-income brackets are more optimistic about the future of collegiate education than are those who have no children and those in higher-income brackets (see Table 12).

Also, people who live in the South and North Central regions are most likely to think the quality of collegiate education is getting better. Almost half (45.6 percent) of those who live in the South and 36.9 percent of those who live in the North Central region believe the quality of education is improving, compared to only 33.5 percent of those living in the Northeast and 27.7 percent of those living in the West.

Teaching, Research, and Public Service Roles

Americans feel that the most important roles of higher education are teaching and research -- majorities rated these

TABLE 11

Rating of Overall Quality of College Education in U.S.

(Weighted N=8,827)

	Excellent	Good	Fair	Poor
Total	16.9%	55.6%	23.1%	3.6%
Income Level				
Less Than $15,000	23.6	51.3	20.6	3.4
$15,000 to $24,999	15.8	55.5	25.3	2.4
$25,000 to $39,999	8.6	68.4	15.7	6.8
$40,000 or More	9.4	50.9	36.3	3.2
Education Level				
No College	18.5	53.2	24.6	3.0
Some College	16.0	56.8	20.2	4.7
College Graduate	10.2	65.6	19.2	4.8
College Type				
Attended a Public College	14.7	58.3	22.1	1.6
Attended an Independent College	5.5	60.2	32.0	2.0
Attended a Religious College	6.1	45.6	24.5	21.8
Sex				
Female	21.3	58.6	16.4	3.4
Male	11.8	52.1	31.0	3.8

"No answers" eliminated.

Question: What is your personal impression of the overall quality of a college or university education in the United States? Would you say that the quality of a college education is excellent, good, fair, or poor?

TABLE 12

Is The Quality of a College Education Getting Better or Worse?

(Weighted N=8,827)

	Generally Improving	Staying About the Same	Generally Declining
Total	38.8%	36.1%	23.6%
Income Level			
Less Than $15,000	36.8	36.7	25.4
$15,000 to $24,999	45.2	28.8	23.5
$25,000 to $39,999	35.0	41.8	22.1
$40,000 or More	28.0	49.4	21.8
Education Level			
No College	40.9	34.0	23.9
Some College	37.4	36.0	23.8
College Graduate	30.6	46.0	22.1
College Type			
Attended a Public College	32.5	33.8	29.0
Attended an Independent College	21.3	55.9	21.9
Attended a Religious College	25.9	44.9	28.6
Dependent Children			
None	36.0	36.8	25.5
One	37.3	39.2	22.7
Two	43.1	34.1	21.3
Three or More	52.3	37.6	9.0
Sex			
Female	46.0	33.9	19.0
Male	30.4	38.6	29.1

"No Answers" Eliminated.

Question: Do you feel that the overall quality of a college education today is generally improving, getting better; staying about the same, not really changing at all, generally declining, getting worse? (Please check one)

as "very important" purposes of a college or university. However, significantly fewer respondents thought public service is a very important purpose of colleges and universities. In this sense, Americans tend to interpret the role of higher education rather narrowly (see Table 13).

Although the belief that teaching is a very important purpose of a college or university was fairly constant across demographic groups, there was one significant difference in the perception of the importance of research. While 66.3 percent of those who had attended public universities and 72.1 percent of those who attended religious institutions thought research is a "very important" purpose of a college or university, only 53.9 percent of those who attended independent institutions thought it very important.

Perception of the importance of public service showed considerable stratification by several demographic groups. College graduates were much less likely to view public service as an important role of higher education than were those who had no college. Respondents who had attended independent universities were less likely to rate public service as an important role of a university than were those who attended public or religious institutions. Also, women and those with lower incomes thought public service is a more important purpose of universities than did men and those with higher incomes (see Chart 11).

TABLE 13

Purposes of a College or University

(Weighted N= 8,827)

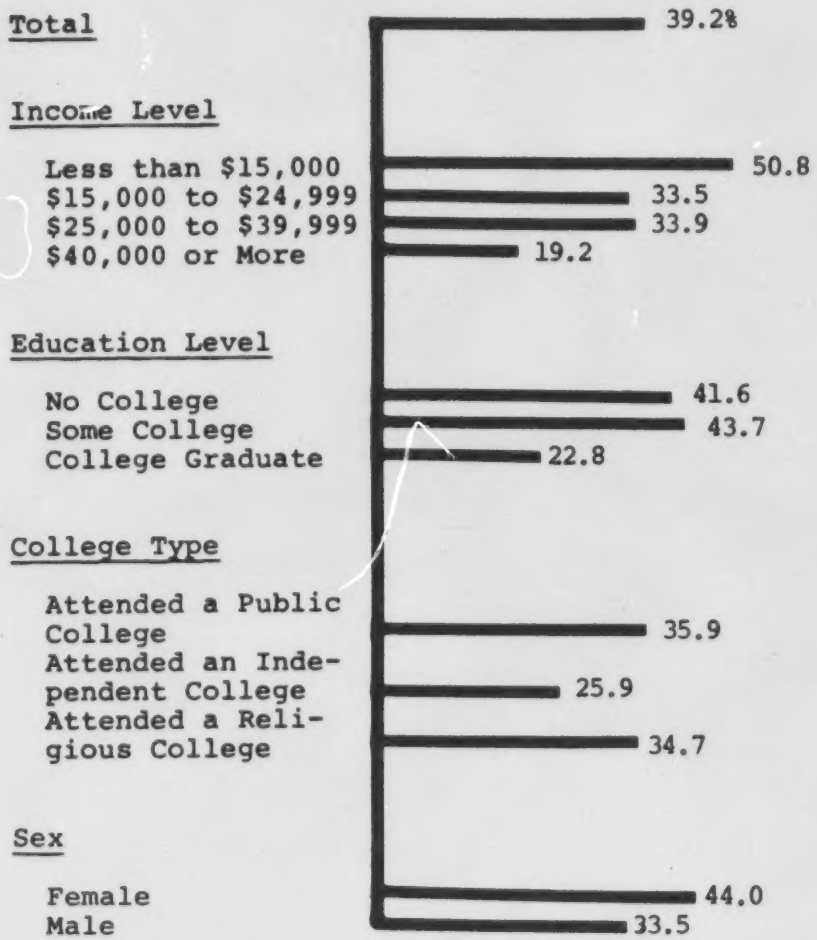
	Very Important	Somewhat Important	Only slightly or not at all Important
Teaching	87.4%	9.2%	0.8%
Research	67.1	25.5	4.8
Public Service	39.2	34.4	23.4

Question: In your opinion, how important are the following purposes of a college or university -- teaching... research...public service? For each purpose listed, please check the response that comes closest to your point of view.

CHART 11

Proportions Who Regard Public Service As a "Very Important" Purpose of a College or University

(Weighted N=8,827)



Percent Answering "Very Important."
Question: In your opinion, how are the following purposes of a college or university education -- Public service. For each purpose listed, please check the response that comes closest to your point of view.

Reactions to Various Aspects of Collegiate Life

Response to a question that asked survey participants to react to several aspects of collegiate life strengthen the conclusion that Americans tend to define the role of higher education in rather narrow terms. Respondents reacted most positively to the most practical aspects of collegiate education -- preparation for a career, scientific research and adult education. The philosophical aspects of higher education -- pursuit of academic excellence, academic freedom, and free inquiry into controversial ideas -- were all perceived as less important (see Table 14).

This seems to indicate that Americans place little emphasis on a college as a forum of ideas. Rather, they tend to see higher education as a means to very specific ends -- such as a career and technological advancements. In short, Americans play down the broader aspects of a college education that do not reap tangible benefits -- they are less inclined to see a college education as an end in itself.

Although similar proportions of respondents who had no college education and of those who had been to college reacted favorably to the practical aspects of university life -- preparation for a career, scientific research and adult education -- there were some differences in their reaction to the less tangible aspects. In general, those who have been to college react more positively to the philosophical aspects of college education -- pursuit of academic excellence, academic freedom and free inquiry into controversial ideas -- than do those who

TABLE 14

Reactions to Several Aspects of Collegiate Life

(Weighted N= 8,827)

	Very or somewhat positive	Indifferent	Very or somewhat negative	Mean Score (1-5 scale
Preparation for a career	85.7%	8.0%	3.4%	4.33
Scientific research	83.1	13.7	2.0	4.28
Adult education	79.4	10.2	6.6	4.09
Pursuit of academic excellence	76.0	12.9	9.2	3.99
Academic freedom	56.3	24.4	11.9	3.72
International programs	56.3	30.4	9.2	3.67
Conferences on national issues	51.3	31.1	13.7	3.53
Performing arts programs for the public	52.2	29.5	14.8	3.50
Free inquiry into controversial ideas	49.0	30.2	17.0	3.48
Big-time university athletics	44.7	25.7	27.8	3.32
Tuition costs	45.7	16.7	32.0	3.29
Faculty tenure and promotion	38.3	35.8	20.5	3.24

** "Mean" or "Average" scores shown are based on a 1-to-5 scale. The higher the score, the more favorable the rating.*

Question: What are your general reactions to each of the following aspects of a college or university? For each phrase listed, please check the response that comes closest to your own reaction. Check only one response for each phrase.

have not been to college. College graduates are also more likely to have positive feelings about public programs in the performing arts, while those who have not been to college feel more positively about university athletics. This suggests that a college education does tend to inculcate some of the loftier ideals of higher education (see Table 15).

Somewhat surprising is the fact that substantially more respondents who had attended public universities reacted favorably to the ideals of "academic freedom" and the "pursuit of academic excellence" than did of those who had attended independent institutions. Of those who attended public colleges, 74.6 percent reacted positively to the concept of "academic freedom," compared to only 47.9 percent of those who had gone to independent schools. Also 90.6 percent of public-college attendees reacted positively to "the pursuit of academic excellence," compared to 80.4 percent of those who attended independent colleges.

Priority Given to Various Collegiate Curricula

Given the scenario that declining enrollment in the 1980's and 1990's may force colleges to cut back on certain college programs, respondents were once again most supportive of curricula that lead most directly to jobs. Given the choice, majorities of better than 75 percent felt that study in the professional fields, engineering and applied sciences, the sciences and vocational/technical training should be cut back only slightly,

TABLE 15

Reactions to Non-Practical Aspects of Collegiate Education, by Education

(Weighted N= 8,827)

	Very Positive	Somewhat Positive
Pursuit of Academic Excellence		
No College	27.2 %	45.6 %
College Graduate	48.9	35.9
Academic Freedom		
No College	25.4	25.2
College Graduate	32.4	34.0
Free Inquiry Into Controversial Ideas		
No College	14.2	29.2
College Graduate	34.2	23.4
Public Programs in Performing Arts		
No College	14.0	35.5
College Graduate	22.3	43.9
Big-time University Athletics		
No College	34.5	16.4
College Graduate	10.0	14.2

Question: What are your general reactions to each of the following aspects of a college or university -- pursuit of academic excellence, academic freedom, free inquiry into controversial ideas, public programs in performing arts and big-time university athletics? Check only one response for each phrase.

if at all. Larger proportions would sooner see substantial cuts in less job-oriented fields -- the social sciences, the humanities, remedial courses to make up for academic deficiencies, and the arts (see Table 16).

In general, respondents who attended independent schools were more likely to favor substantial cutbacks in nearly all curricula areas than were individuals who attended public or religious institutions. Greatest support for the scientific and engineering fields came from college graduates and those with higher incomes. Also, women were more supportive of the professional fields, humanities and the arts than were men.

Social Attributes of the College Educated

Perceptions of the social attributes of the college-educated also tell us something of the value Americans attach to higher education. Clear majorities of Americans agree that a college-educated person is more likely to be a community leader and more likely to be self supporting. However, opinion is split as to whether the college educated are more likely to have a stable family life, pay taxes, or be law abiding. There is also no clear consensus that college graduates are any less likely to be mechanically and technically skilled.

Whatever the value of higher education, Americans believe it offers little protection in a recession. A majority of respondents agreed that a college-educated person is just as likely to be unemployed during a recession as anyone else (see Table 17).

TABLE 16

Proportions Who Support or Oppose Cutbacks in The College Curriculum

(Weighted N=8,827)

	Could be Cut Back Only Slightly or Not at All	Could be Cut Back Somewhat	Could be Cut Back Drastically	Mean* Score (1-4 scale)
The professions (medicine, law, accounting, architecture, etc.)	80.1%	10.3%	2.3%	1.48
Engineering and the applied sciences	81.6	9.1	1.7	1.55
The sciences (physics, chemistry, biology, etc.)	72.5	17.9	2.1	1.67
Vocational/technical education	74.7	11.5	6.3	1.75
The social sciences (economics, sociology, psychology, etc.)	53.7	28.3	10.6	2.27
The humanities (literature, languages, philosophy, etc.)	49.8	32.1	10.4	2.43
Remedial courses to make up for academic dificiences	44.3	28.0	20.1	2.53
The fine arts and performing arts (theater, music, dance, painting, sculpture, etc.)	38.2	33.6	20.8	2.72

**"Mean" or "Average" scores shown are based on a 1-to-4 scale. The lower the score, the more favorable the rating.*

Question: Population experts say there will be fewer college-age young people in the 1980s and 1990s. That will mean smaller college and university enrollments. Suppose that because of this, colleges and universities have to cut back on some areas of study. For each area listed below please say how much you think that area of study could be cut back.

TABLE 17

Social Perceptions of the College Educated

(Weighted N=8,827)

	Agree	Disagree
A college-educated person is:		
More likely to be a leader in the community.	71.5%	15.9%
More likely to be self supporting.	68.7	14.7
As likely to be unemployed in a recession as anyone else.	64.5	18.5
More likely to be a law-abiding citizen.	42.7	32.7
More likely to have a stable family life.	39.9	34.2
Likely to be less mechanically and technically skilled.	39.9	38.7
More likely to pay taxes.	36.7	41.4

"Uncertain" replies eliminated.
Question: Following are a series of statements about a college educated person: please indicate how much you agree or disagree with each statement.

As might be expected, college graduates' perceptions of the college educated are substantially more favorable than are those of people who have not attended college (see Table 18).

Faculty Salaries

Tied to the issue of the value of higher education are peoples' perceptions of the salaries paid to college and university faculty. It can be inferred from the data that most Americans feel they are getting a reasonable deal, in terms of salaries paid to faculty members. A majority of Americans believe faculty salaries at public and private institutions are "about right" or "too low," while less than three in 10 think they are "too high."

Majorities of respondents thought salaries at public (50.6 percent), and private or independent colleges (51.7 percent) are "about right." Another 19.8 percent thought faculty salaries at public institutions are "too low", and 12.1 percent thought salaries at independent institutions are "too low." Slightly more thought teachers' salaries at private or independent colleges are "too high" (28.1 percent) than thought salaries at public colleges are "too high" (23.1 percent).

TABLE 18

Perceptions of a College-Educated Person, by Education Level

(Weighted N=8,827)

(Percent who Agree)

	College Graduate	No College
A college-educated person is:		
More likely to be a leader in the community.	88.5%	66.9%
More likely to be self supporting.	72.4	64.6
More likely to be a law-abiding citizen.	55.0	39.8
As likely to be unemployed in a recession as anyone else.	53.4	66.5
More likely to have a stable family life.	50.5	36.2
More likely to pay taxes.	49.4	30.7
Likely to be less mechanically and technically skilled.	32.0	41.4

Question: Following are a series of statements about a college educated person: Please indicate how much you agree or disagree with each statement.

DETAILED FINDINGS

IV. Reasons Why People Choose, or Choose Not, to Go to College

IV. REASONS WHY PEOPLE CHOOSE, OR CHOOSE NOT, TO GO TO COLLEGE

Reasons Why People Choose to Go to College

Americans feel that the three most important reasons why people choose to go to college are that: they feel a need for more education and vocational training than they got in high school, they feel a college degree is necessary to get a job and a college education is necessary to pursue graduate studies. Majorities of respondents thought each of these are "very important" reasons why people attend college.

Substantially fewer thought the fact that some sort of financial aid is available, that college provides a basic education and appreciation of ideas, and prestige are "very important" reasons why people decide to attend college.

Nearly as many Americans think the following are "not at all important" as think they are "very important" reasons for going to college: society almost expects you to go to college; friends and family members have gone to college; college helps develop an ability to get along with different kinds of people; and college helps develop morals, ethical standards, and values (see Table 19).

Although similar proportions of respondents who have not attended college and college graduates think the need for more education and vocational training is a "very important" reason for going to college, substantially more who have had some

TABLE 19

Reasons Why People Choose to Go to College

(Weighted N=8,827)

	Very Important	Somewhat Important	Not at all Important	Mean Score * (0-10 scale)
Because people feel they need more education and vocational training than they have gotten in high school	62.5%	32.4%	2.2%	7.85
Because people feel a college degree is necessary to get a job	59.1	35.2	3.8	7.60
Because people feel that a college education is necessary in order to pursue graduate studies	58.8	31.7	5.1	7.41
Because they have gotten a scholarship to college, or a financial aid program is available	42.6	49.3	5.9	6.80
Because people feel college provides a basic general education and an appreciation of ideas	35.3	57.0	4.6	6.36
Because of the prestige involved in going to college	35.2	41.3	19.7	5.78
Because nowadays society almost expects you to go to college	29.1	46.1	20.5	5.49

TABLE 19

(Continued)

	Very Important	Somewhat Important	Not at all Important	Mean Score * (0-10 scale)
Because their friends and family members have gone to college	25.3%	43.5%	26.8%	5.01
Because college helps develop ability to get along with different kinds of people	23.0	48.6	25.4	4.94
Because people feel that a college education can help develop morals, ethical standards, and values	20.8	44.8	31.3	4.38

**"Mean" or "Average" scores shown are based on a 0-to-10 scale. The higher the score, the more favorable the rating.*

Question: There are many reasons why people decide to go to college and just as many reasons why people cannot go to college or choose not to go to college. First, for each of the items listed below, use the zero-to-10 rating scale to indicate how important you feel it is as a reason why people do go to college.

college think it is very important. Significantly more women and those with lower incomes feel this is a very important reason why people choose to go to college than do men and those with higher incomes. Also, this was considered to be a very important reason for attending college by substantially more people who intend to pursue additional education (see Chart 12).

Substantially more women and those who attended independent universities thought that the premise that college provides a basic education and an appreciation of ideas is a very important reason why people pursue higher education (see Chart 13).

Prestige was thought to be a very important reason for attending college by larger proportions of respondents who had no college or some college and by men (see Chart 14).

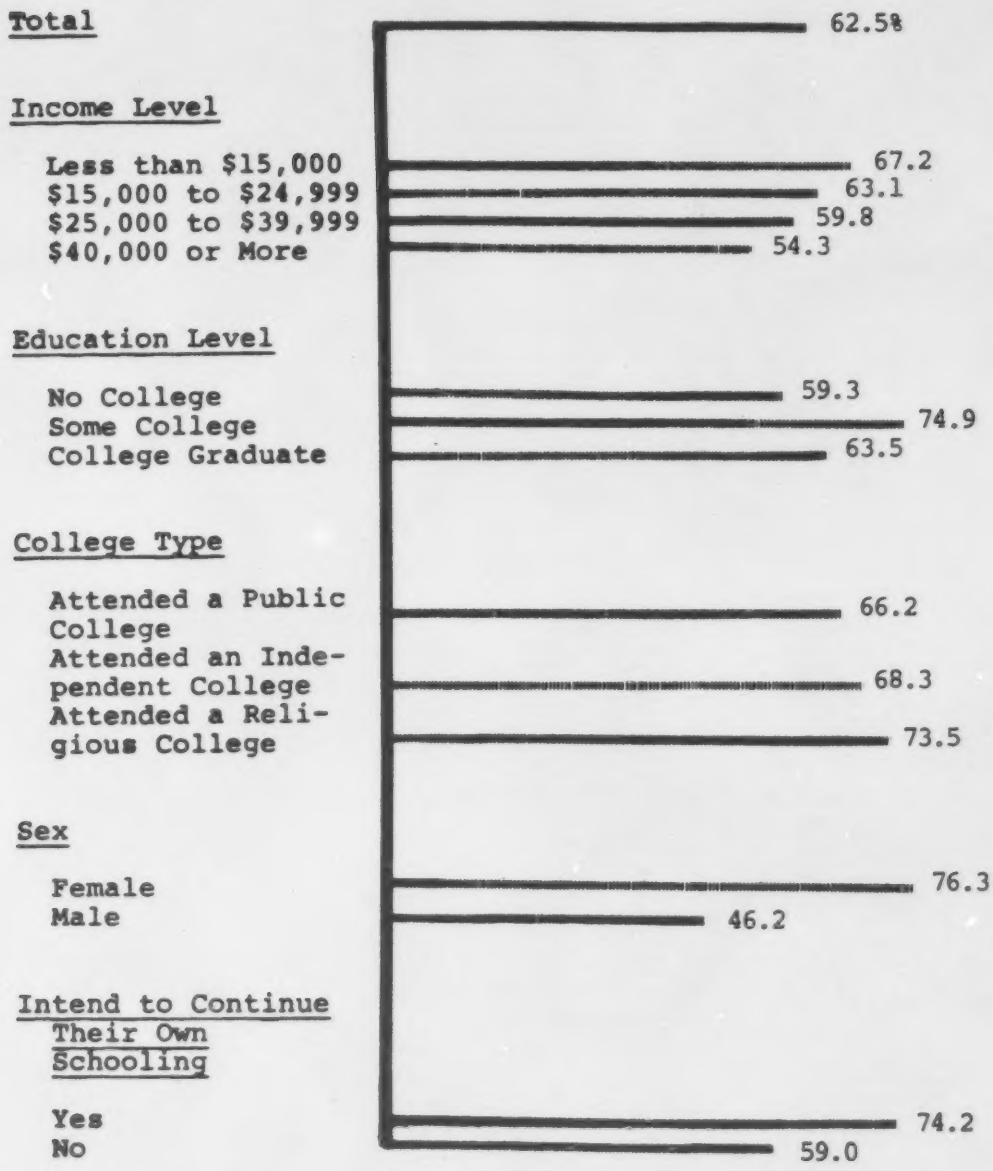
The belief that society almost expects it was considered a very important reason for pursuing a higher education especially by those who had attended independant universities. Strangely enough, significantly more respondents in the lowest and highest income brackets shared the perception that this is a very important motivation to attend college (see Chart 15).

Because friends and family members have attended college is seen as a very important motivation to pursue a collegiate education by 33.0 percent of graduates, compared to only 20.0 percent of those who have had no college. That this was felt to be very important by 40.7 percent of those who have attended college but have not received a four-year degree, suggests that subtle

CHART 12

Need for More Education and Vocational Training
As an Important Reason for Going to College

(Weighted N=8,827)



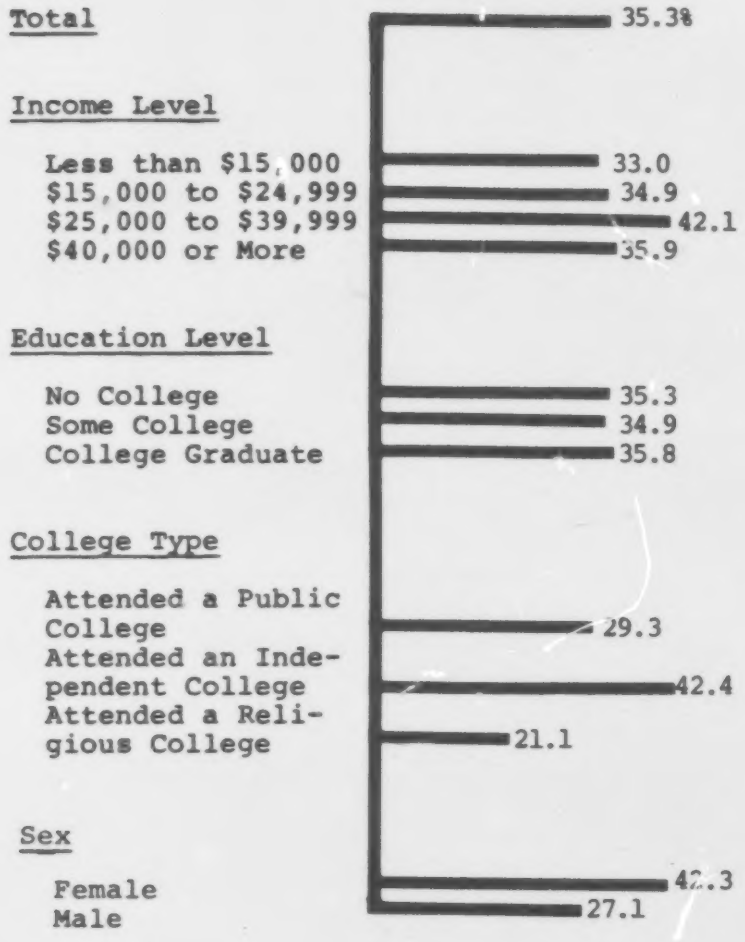
Percent Answering "Very Important."

Question: There are many reasons why people decide to go to college and just as many reasons why people cannot go to college or choose not to go to college. First, for each of the items listed below, use the zero-to-10 rating scale to indicate how important you feel it is as a reason why people do go to college: Because people feel they need more education and vocational training than they have gotten in high school.

CHART 13

Obtaining a Basic Education and Appreciation of Ideas As an Important Reason for Going to College

(Weighted N=8,827)



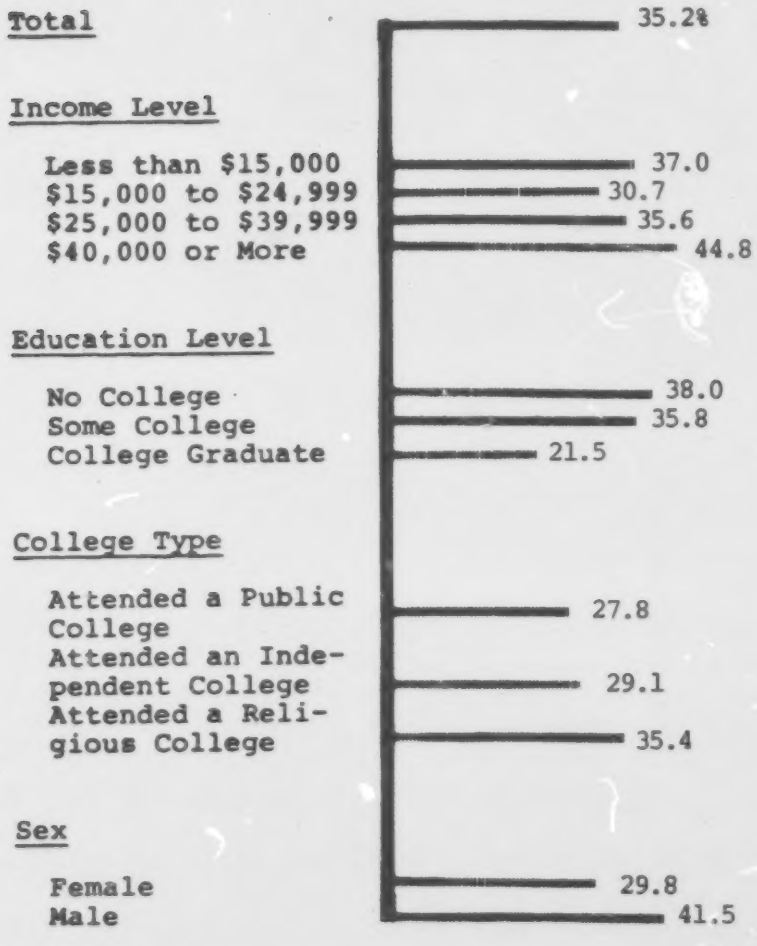
Percent Answering "Very Important."

Question: There are many reasons why people decide to go to college and just as many reasons why people cannot go to college or choose not to go to college. First, for each of the items listed below, use the zero-to-10 rating scale to indicate how important you feel it is as a reason why people go to college: Because people feel college provides a basic, general education and an appreciation of ideas.

CHART 14

Prestige As an Important Reason for Going to College

(Weighted N=8,827)



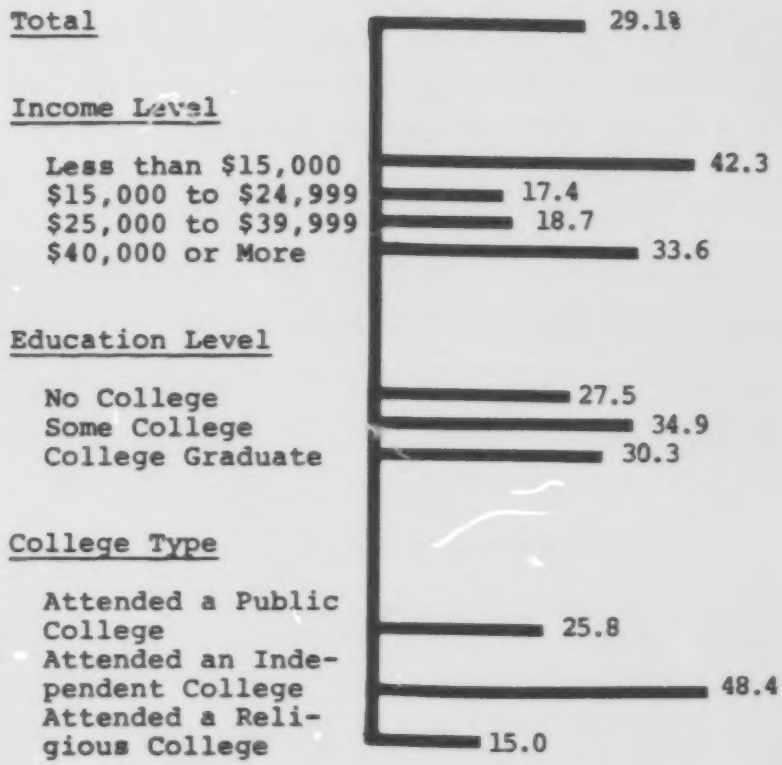
Percent Answering "Very Important."

Question: There are many reasons why people decide to go to college and just as many reasons why people cannot go to college or choose not to go to college. First, for each of the items listed below, use the zero-to-10 rating scale to indicate how important you feel it is as a reason why people go to college: Because of the prestige involved in going to college.

CHART 15

Society's Expectation As an Important Reason for Going to College

(Weighted N=8,827)



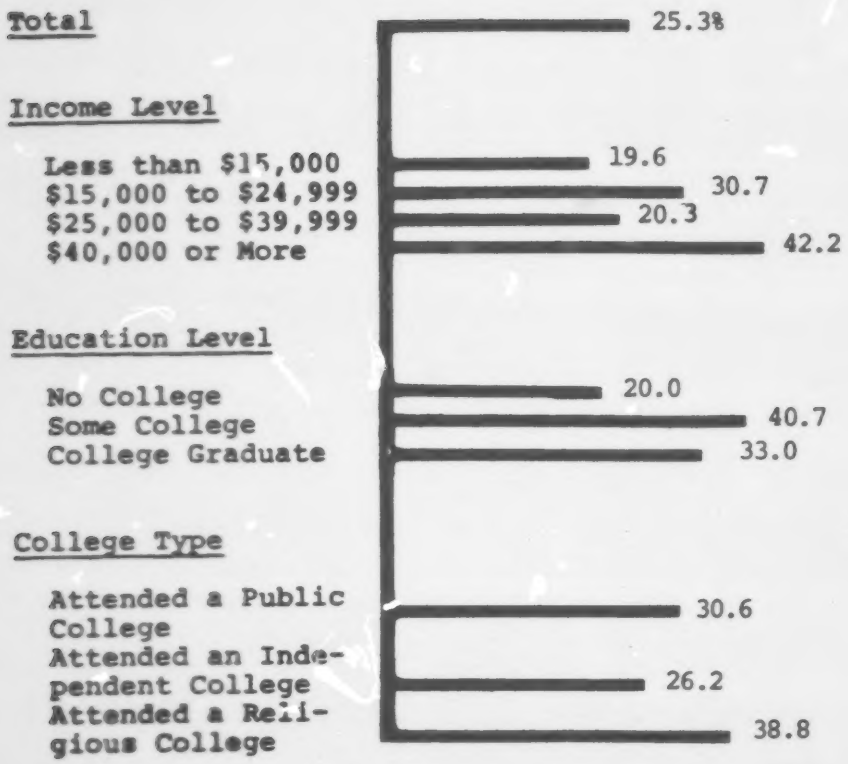
Percent Answering "Very Important."

Question: There are many reasons why people decide to go college and just as many reascns why people cannot go to college or choose not to go to college. First, for each of the items listed below, use the zero-to-10 rating scale to indicate how important you feel it is as a reason why people go to college: Because nowadays society almost expects you to go to college.

CHART 16

Friends and Family Members Who Have Been to College
As an Important Reason for Going to College

(Weighted N=8,827)



Percent Answering "Very Important."

Question: There are many reasons why people decide to go to college and just as many reasons why people cannot go to college or choose not to go to college. First, for each of the items listed below, use the zero-to-10 rating scale to indicate how important you feel it is as a reason why people go to college: Because their friends and family members have gone to college.

peer and family pressure may, in reality, be the very worst reason for going to college (see Chart 16).

Reasons Why People Choose Not to Go to College

Majorities of respondents thought these are "very important" reasons why people choose not to go to college: college is too expensive, there are alternatives to college--such as on-the-job training programs and technical schools, and people don't like school enough to continue their education after high school. Substantially fewer thought these were important reasons why people decide not to pursue higher education: people would like to have an income for awhile before starting college, a high school education is all that is needed to get a job, people shouldn't go to college until they know exactly what they want to study, and college does not adequately prepare people for a job in the real world (see Table 20).

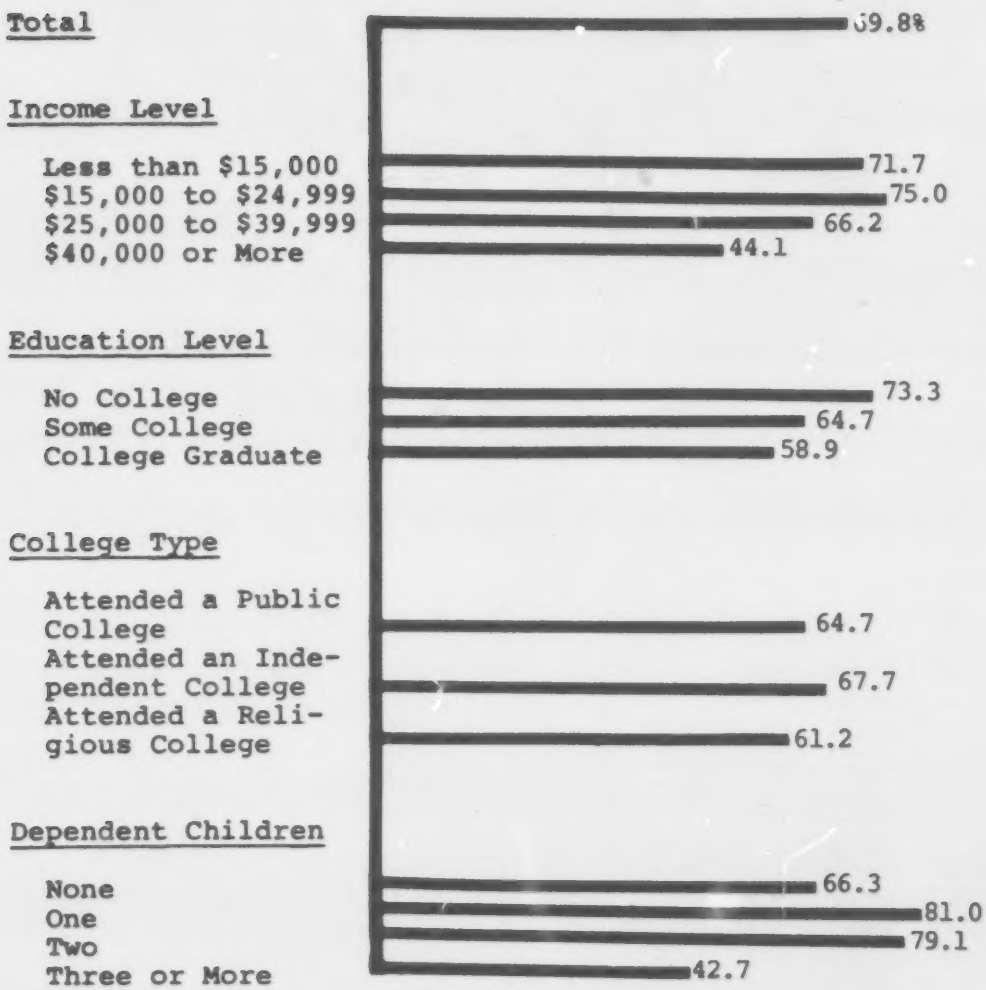
The perception that expense is an important deterrent to attending college is most prevalent among those who have no college education. Americans with one or two children are more likely to rate expense as a very important reason why people choose not to go to college than are those who have three or more children, or those who have none. Also, substantially more respondents in lower-income brackets rate the expense of a college education as an important obstacle than do those in higher-income brackets (see Chart 17).

While 63 percent both of those who have never been to college and college graduates think the fact that there are

CHART 17

Expense As an Important Reason for Not Going to College

(Weighted N=8,827)



Percent Answering "Very Important."

Question: There are many reasons why people decide to go to college and just as many reasons why people cannot go to college or choose not to go to college. First, for each of the items listed below, use the zero-to-10 rating scale to indicate how important you feel it is as a reason why people go to college: Because a college education is too expensive.

TABLE 20

Reasons Why People Choose Not to Go to College

(Weighted N=8,827)

	Very Important	Somewhat Important	Not at all Important	Mean Score * (0-10 scale)
Because college is too expensive	69.8%	24.6%	3.7%	8.11
Because they feel there are alternatives to going to college, such as on-the-job training programs, or attending technical or special schools	64.3	30.7	2.8	7.83
Because people don't like school and don't want to continue their education after high school	51.2	36.6	10.0	6.98
Because some people would prefer to have an income for a while, before they choose to go to college	39.4	47.5	8.6	6.52
Because people feel a high school education is all they need to get a job	24.9	63.1	8.7	5.99
Because some people think you should not go to college unless you know exactly what you want to study	31.6	50.6	14.3	5.75

TABLE 20

(Continued)

	Very Important	Somewhat Important	Not at all Important	Mean Score * (0-10 scale)
Because people feel that a college education does not adequately prepare or train them for a job or career in the real world	23.7%	57.7%	16.4%	5.39

** "Mean" or "Average" scores shown are based on a 0 -to- 10 scale. The higher the score, the more favorable the rating.*

Question: There are many reasons why people decide to go to college and just as many reasons why people cannot go to college or choose not to go to college. Next, for each of the items listed below, use the zero-to-10 rating scale to indicate how important each of these seems to be as a reason why people choose not to go to college.

alternatives--such as training programs and technical schools--is a "very important" reason why people decide not to go to college, a substantial 72.9 percent of those who have some college think this is a very important reason. Also, only 59.3 percent of those who attended public colleges think this is a very important reason, compared to 74.4 percent of those who attended independent colleges. Sixty-two percent or more of all respondents with incomes of less than $40,000 think this is a very important reason for not pursuing a college education, compared to only 47.8 percent of those with incomes of $40,000 or more.

The perception that people's dislike of school is a very important deterrent to attending college is more prevalent among college graduates (58.3 percent), than it is among non-college respondents (49.7 percent).

While about 40 percent of all respondents with incomes of less than $40,000 think the premise that people would like to have an income for a while before going to college is a very important reason for deciding not to go to college, only 25.2 percent of those with incomes of $40,000 or more rate this a very important reason.

Although 30.8 percent of all women believe the perception that a high school education is all a person needs to get a job is a very important reason why people opt not to go to college, only 18.1 percent of men think it is very important.

The perception that a person should not go to college unless he knows exactly what he wants to study is seen as an

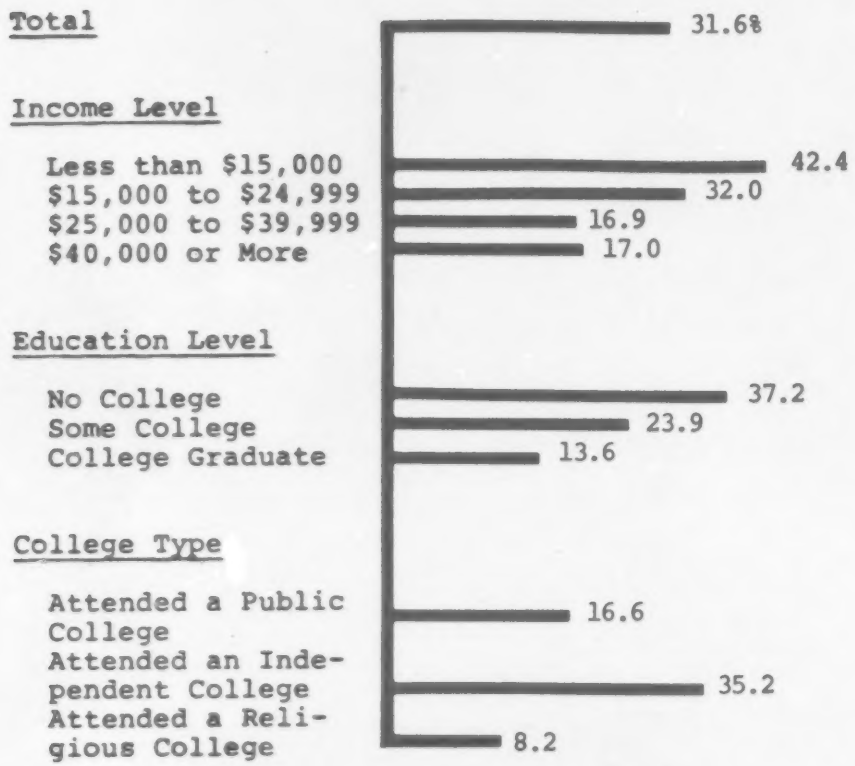
important reason for not going to college by significantly more non-college respondents than college graduates. Those who had attended independent universities are significantly more likely to see this as an important rationale for not attending college than are those who attended public or religious institutions. Also, this is rated a very important reason by significantly more respondents in lower-income brackets (see Chart 18).

While 24.9 percent of those who have no college education think the perception that college does not prepare a person for a job in the real world is a very important reason why people choose not to pursue higher education, only 15.2 percent of college graduates think it is a very important reason. Also, 28.5 percent of those who attended independent universities think this is a very important rationale for not going to college, compared to only 18.3 percent of those who attended public institutions.

CHART 18

Indecision About What to Study As an Important Reason for Not Going to College

(Weighted N=8,827)



Percent Answering "Very Important."

Question: There are many reasons why people decide to go to college and just as many reasons why people cannot go to college or choose not to go to college. Next, for each of the items listed below, use the zero-to-10 rating scale to indicate how important each of these seems to be as a reason why people choose not to go to college: Because some people think you should not go to college unless you know exactly what you want to study.

DETAILED FINDINGS

V. Sources of Information About Higher Education

V. SOURCES OF INFORMATION ABOUT HIGHER EDUCATION

Less thar two in 10 Americans rate the mass media--newspapers, magazines, television and radio--as "very important" sources of information about colleges and universities. Nearly half rate collegiate publications, such as catalogs and brochures, as very important information sources, and one in three rate commercial guidebooks as very important (see Table 21).

The results suggest that women are more likely to seek out information about colleges and universities than are men. A higher proportion of women rated each of the above as important information sources than did men (see Chart 19).

Although similar proportions of respondents who had not attended college and college graduates rated college or university publications as "very important" information sources, substantially fewer college graduates thought commercial guidebooks and the mass media were important sources of information about higher education (see Table 22).

In general, respondents in higher-income brackets were far less likely to think collegiate publications, commercial guidebooks and the media were very important information sources than were those in lower-income brackets (see Chart 20).

TABLE 21

Sources of Information about Colleges and Universities

(Weighted N=8,827)

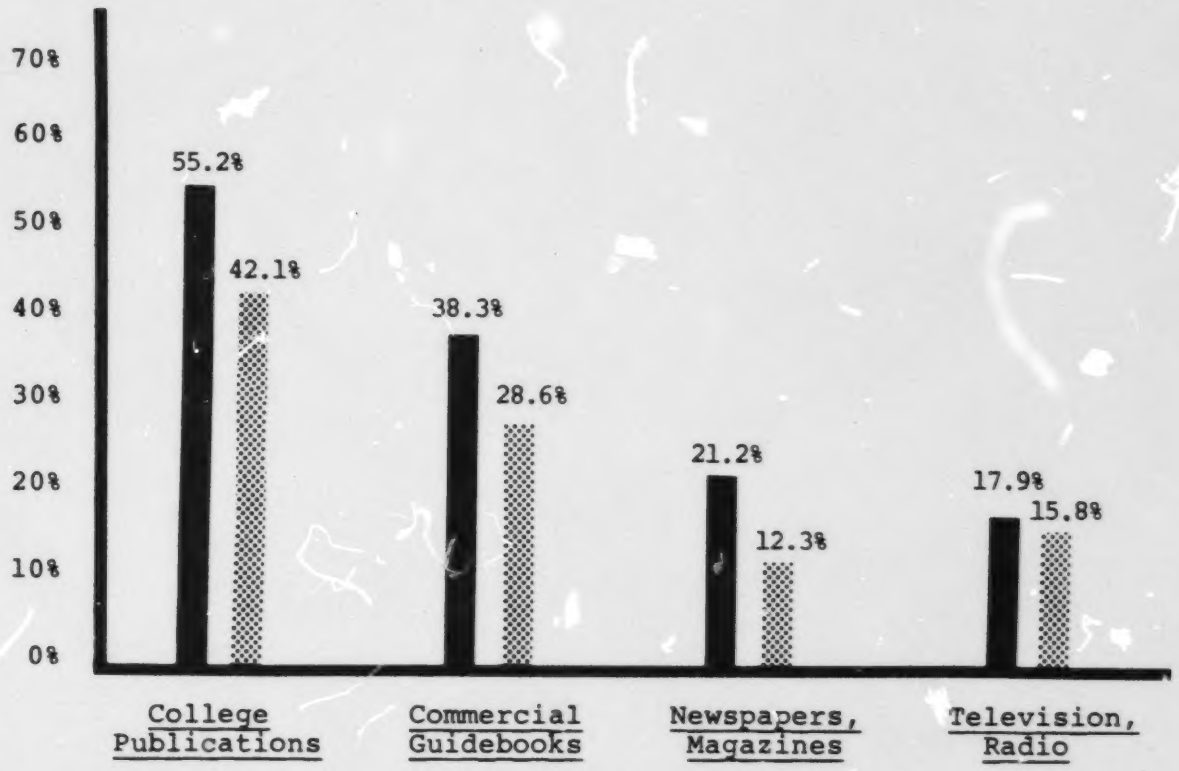
	Very Important	Somewhat Important	Only Slightly or Not at All Important
Publications of a college or university (catalogs, brochures, etc.)	49.2%	28.1%	16.2%
Commercially available guide books (such as The College Handbook)	33.8	37.3	22.6
Newspaper or news magazine articles or advertisements	17.1	30.2	46.3
Television or radio	16.9	25.2	51.7

"No Answers" Are Eliminated.
Question: You may receive information about colleges and universities from many places. How important as an information source are the following?

CHART 19

"Very Important" College Information Sources, by Sex

(Weighted N=8,827)



Percent Answering "Very Important."
Question: You may receive information about colleges and universities from many places. How important as an information source are the following?

TABLE 22

"Very Important" College Information Sources, by Education Level

(Weighted N=8,827)

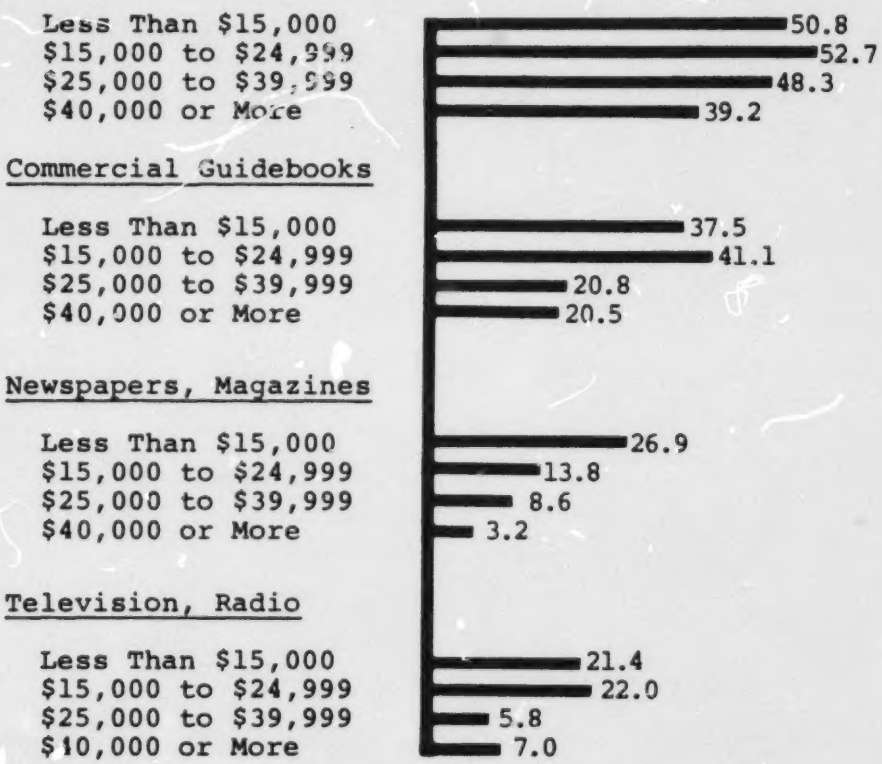
	No College	Some College	College Graduate
Publications of a college or university (catalogs, brochures, etc.)	49.4%	43.9%	54.0%
Commercially available guide books (such as The College Handbook)	37.4	30.5	20.5
Newspaper or news magazine articles or advertisements	20.3	13.3	6.1
Television or radio	20.2	11.3	7.8

Percent answering very important.
Question: You may receive information about colleges and universities from many different places. How important as an information source are the following?

CHART 20

"Very Important" College Information Sources, by Income

(Weighted N=8,827)



Percent Answering "Very Important."
Question: You may receive information about colleges and universities from many different places. How important as an information source are the following?

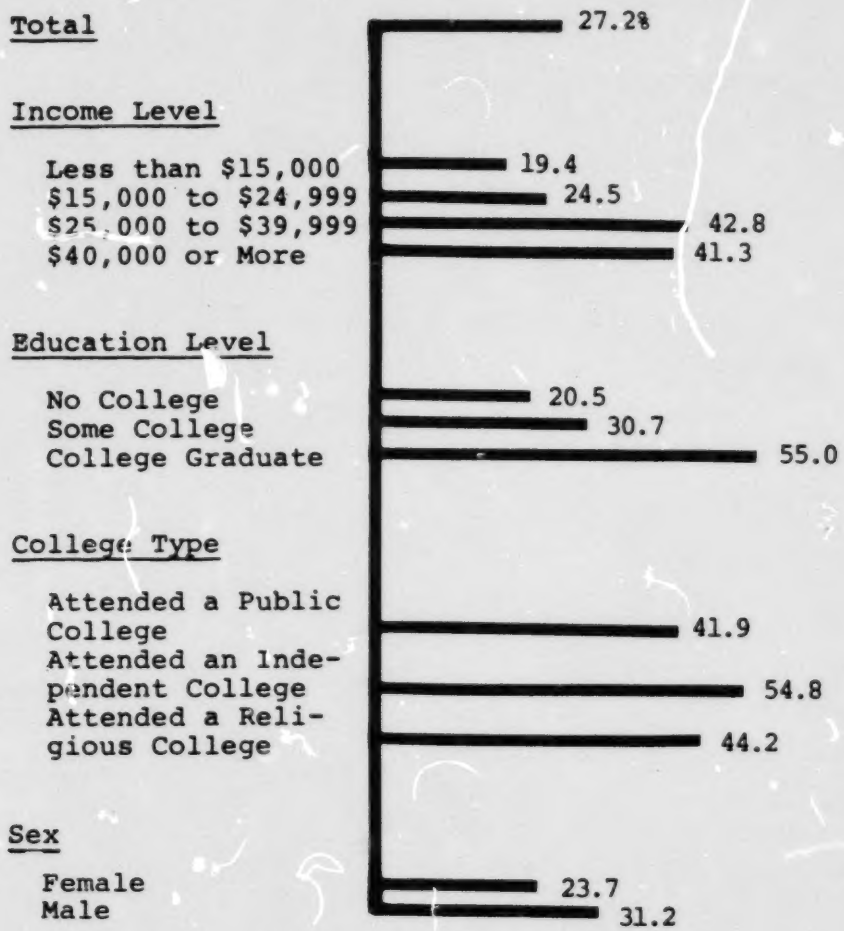
Respondents who had attended public colleges were much more likely to rate university publications as a "very important" information source (57.9 percent) than were those who attended independent (35.2 percent) or religious colleges (30.6 percent). However, there was no substantial difference in their ratings of commercial guidebooks and the mass media as important sources of information.

College graduates, those with higher incomes, those who had attended independent universities, and men appear to rely more heavily on information sources other than those mentioned earlier. They all were more likely to mention such sources as college contacts, friends, counselors and faculty members and orientation programs as important for obtaining information about colleges and universities (see Chart 21).

CHART 21

Use of Other College Information Sources

(Weighted N=8,827)



Percent Answering "Yes."
Question: Are there any other information sources, not previously mentioned, that have been or might be important to you in obtaining information about colleges or universities?

APPENDIX

A. Research Design and Methodology

RESEARCH DESIGN AND METHODOLOGY

This survey of American attitudes toward higher education was designed to explore how adults in the country view colleges and universities, and to identify some of their needs, interests and concerns pertaining to schooling beyond secondary school.

The study was designed, coordinated and supervised by Group Attitudes Corporation, the wholly-owned research subsidiary of Hill and Knowlton Inc., the international public relations and public affairs counseling firm in New York City. GAC received assistance and support in sample design, questionnaire distribution and data collection from the Simmons Market Research Bureau Inc. of New York City and in data processing from Datatab Inc. of New York City.

A 40-item, self-administered questionnaire was distributed by mail to a stratified sample of adults 18 years of age and over deemed to be as closely representative as possible of the actual U.S. adult population. Most of the questions in the form were "fixed" or "forced-choice" questions, in which respondents were asked to choose from among several alternative answers. There were also a number of "open-end" or "free-response" questions. A copy of the complete questionnaire used in the poll immediately follows this section.

Although we were interested in surveying a representative sample of adult Americans, we also felt it extremely important to segment the population in terms of these three audience groups:

-- The "No-College" Public: those individuals who have never attended a college or university and whose highest educational level was the 12th grade (the completion of high school) or below.

-- The "Some College" Public: those individuals who have attended college for up to three years and who may have earned an associate degree, but who have never completed the equivalent of four full years of a college education and never earned a bachelor's degree or higher.

-- The "College Graduate" Public: those individuals who have attended college for at least four full years or more and have earned at least a bachelor's degree or higher (such as a master's, a doctorate, or a professional diploma).

U.S. Census Bureau data compiled from 1979 estimates and actual census figures for 1980 show that, at the start of this decade, of a total of 162.3 million adult Americans aged 18 and over, 110.5 million (68.1 percent) had never been to college, another 28.2 million (17.4 percent) had up to three years of college education, and the remaining 23.6 million (14.5 percent) had four or more years of college education and had earned a bachelor's degree or higher.

Knowing this, we felt it important to stratify our intended sample by the respondents' levels of higher educational achievement.

In the interests of both economy and efficiency, we decided to select a sample base that would give us a considerable amount of information in advance about the demographic characteristics of our potential respondents before we actually surveyed them. This opportunity became available to us through the facilities of the Simmons Market Research Bureau Inc., which each year conducts an extensive nationwide media and market study using an extremely large data base of 15,000 respondents. These respondents are interviewed in-person by the Simmons organization. The Simmons data base is statistically projectable to the adult population of the United States.

Because the Simmons organization could stratify its sample base in terms of higher education levels for us in advance, we decided to use this firm for assistance in sample design, questionnaire distribution and data collection.

For this study, the Simmons organization's 1981 nationwide sample base of 15,000 respondents became our potential sample source. This base was first stratified by no-college, some-college, and college-graduate potential respondents and random samples were then drawn from each audience segment, totalling 4,200 potential respondents in all. Questionnaires were then mailed to these 4,200 individuals in two waves.

The first mailing took place between April 28 and 30; by May 1 most potential respondents had received copies of the questionnaire. A follow-up, second mailing went out to all potential respondents who had not responded by June 16. By July 31, 1982 -- the cut-off date for return of all questionnaires -- a total of 1,188 useable questionnaires had been received.

This return represents an overall response rate of 28.3 percent. The response rate for no-college respondents was 19.3 percent; for some-college respondents, 28.8 percent; and for college-graduate respondents, 37.5 percent.

After the questionnaires had been coded and key-punched, the data were weighted according to two variables: first, income level -- to compensate for the fact that the Simmons sample is stratified by income and that disproportionately large numbers of interviews are conducted in the upper-income strata, and second, education level -- to bring the total proportions of no-college, some-college, and college-graduate respondents into line with the actual proportions of adults 18 and over in the U.S. population as a whole.

All of the statistical tables shown in this report are based on a total stratified random sample of 1,188 persons. The weighting process necessary to insure that the total proportions more accurately reflect the actual population distribution in the country by income and education levels, brings the number of respondents shown in all tables to a maximum weighted sample size of 8,827.

Once the field work for this survey was completed, the data were then tabulated by computer and analyzed according to these variables:

Education Level

No-College (12th Grade of Schooling, or Less)
Some-College (One to Three Years of College)
College-Graduates (Four Years of College, plus an earned bachelor's degree, or higher)

College Type (for those who had been to college)

Attended a Public College
Attended an Independent College
Attended a Religious College

Income Level

Less than $14,999
Between $15,000 and $24,999
Between $25,000 and $39,999
$40,000 or more

Sex

Female
Male

Age

18 to 29
30 to 39
40 to 49
50 to 59
60 and Over

Dependent Children

None
One
Two
Three or More

Intended Further Schooling

Yes
No

Occupation of Head of Household

Professionals, Technicians, Managers
Sales, Clerical, Service Workers
Craftsmen, Operatives, Laborers
Farmers, Farm Laborers
Others

Year of Last Degree (for those who had been to college)

Prior to 1949
1950 to 1959
1960 to 1969
1970 to 1979
1980 to 1982

Region

Northeast	(Conecticut, Maine, Massachusetts New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont)
North Central	(Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin)
South	(Alabama, Arkansas, Delaware, District of Columbia, Florida, Georgia, Kentucky Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, West Virginia)
West	(Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming)

Undergraduate Major (for those who had been to college)

Liberal Arts
Business Administration
Natural Sciences
Teacher Preparatory
Professional
Vocational-Technical
Social Sciences
Other

Data for most of the above variables came directly from specific demographic questions that had been included in the questionnaire. "College Type" came from reviewing the open-ended replies to Question 15, in which we asked for the name of the college or university attended. Then the particular schools named were catagorized according to whether they were public, independent or religious institutions. Because many of the respondents who had attended college chose not to identify the name of their former school, the proportion of "no answers" for this variable is high. "Region" came from information supplied by the Simmons Market Research Bureau, from its original sample data base.

The following demographic breakdown gives a profile of the respondents in the weighted sample:

Table 23

Profile Data

(Weighted N=8,827)

Sex	
Male	46.0%
Female	54.0
Age	
18-29	15.7
30-39	11.7
40-49	20.2
50-59	18.3
60 and over	21.1
Dependent Children	
None	48.0
One	19.9
Two	27.7
Three or more	10.0
Annual Family Income	
Less than $15,000	40.0
$15,000 to $24,999	29.4
$25,000 to $39,999	18.1
$40,000 or more	8.9

Table 23

(Continued)

Occupation of Head of Household		
Professional or technical	19.8%	
Managers, administrators, owners of businesses	16.7	
Sales workers	2.7	
Clerical workers	4.7	
Craftsmen (e.g. bakers, machinists, tailors, etc.)	5.3	
Operatives (e.g. assemblers, produce graders, machine operators, bus drivers, etc.)	11.9	
Laborers (e.g. warehousemen, lumbermen, fishermen, etc.)	8.8	
Farmers and farm managers	2.4	
Farm laborers	0.2	
Service workers (e.g. janitors, waitresses, private security guards, nursing aids, maids etc.)	7.4	
Other	10.9	
Education Level		
No College	69.0	
Up through 5th Grade		0.5
Up through 6th Grade		3.2
Up through 9th Grade		7.7
Up through 11th Grade		13.4
Up through 12th Grade (Graduated from High School)		44.1
Some College (one to three years, A.A. Degree)	16.5	
College Graduates	14.6	
Bachelor's Degree		7.6
Master's Degree		4.8
Doctorate		0.6
Professional Degree		1.6
Intention to Complete Additional Schooling		
Yes	26.8	
No	64.0	

Table 23

(Continued)

College Type (of those who attended college -- N=2,607)

Attended a Public College	36.9%
Attended an Independent College	13.3
Attended a Religious College	5.6

Year of Last Degree (of those who attended college -- N=2,607)

Prior to 1949	10.4
1950 to 1959	6.1
1960 to 1969	6.6
1970 to 1979	19.8
1980 to 1982	4.3

Major Undergraduate Subject (of those who attended college -- N=2,607)

Liberal Arts	13.3
Business Administration	12.7
Natural Sciences	9.3
Teacher Preparatory	8.6
Social Sciences	7.9
Professional	4.0
Vocational/Technical	2.2
Other	13.5

Student Status (of those who attended college -- N=2,607)

Full-Time	61.6
Part-Time	11.3
Both Part-Time and Full-Time at Different Periods	8.6

Last Visit to Undergraduate Campus (of those who attended college -- N=2,607)

Within Past Year	26.8
One to Five Years Ago	25.4
More Than Five Years Ago	30.6

Table 23

(Continued)

Currently a Student at a College or University? (of those who attended college -- N=2,607)

Yes	10.0%
No	75.6

Student Status (of those who are currently students -- N=262)

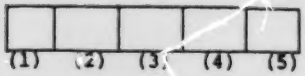
Working toward a Degree	82.4
Only Taking Courses	17.2
Full-Time	57.6
Part-Time	41.6

In reading the data, it should be kept in mind that the results of all public opinion polls are subject to sampling error; that is, the difference between the results obtained by the sample and those which would be obtained by surveying the entire population being studied. Generally, for a random sample size of 1,188 respondents, the statistical margin of error at the 95 percent confidence level is plus or minus 2.8 percent. Due to the fact that this survey was based on weighted data obtained from a stratified sample, and because the response rate was relatively low, we are certain that the margin of error for given questions will in most cases be higher than 2.8 percent.

APPENDIX

B. Questionnaire

AMERICAN COUNCIL ON EDUCATION
RESEARCH CENTER 7th Floor
219 East 42nd Street
New York, N.Y. 10017



Confidential Survey

Please answer all of the questions in this booklet and return it at your earliest convenience to the American Council on Education Research Center using the enclosed postage-paid busines reply envelope. Do not sign this form. All responses will be kept completely confidential.

Thank you for your valuable help.

1. There are many reasons why people decide to go to college and just as many reasons why people cannot go to college or choose not to go to college. First, for each of the items listed below, use the zero-to-10 rating scale to indicate how important you feel it is as a reason <u>why people do go to college.</u>

	Very Important					Somewhat Important					Not At All Important	
a. Because people feel a college degree is necessary to get a job.	10	9	8	7	6	5	4	3	2	1	0	(6)
b. Because people feel they need more education and vocational training than they have gotten in high school.	10	9	8	7	6	5	4	3	2	1	0	(7)
c. Because of the prestige involved in going to college.	10	9	8	7	6	5	4	3	2	1	0	(8)
d. Because they have gotten a scholarship to college, or a financial aid program is available.	10	9	8	7	6	5	4	3	2	1	0	(9)
e. Because their friends and family members have gone to college.	10	9	8	7	6	5	4	3	2	1	0	(10)
f. Because nowadays society almost expects you to go to college.	10	9	8	7	6	5	4	3	2	1	0	(11)
g. Because going to college helps develop the ability to get along with different kinds of people.	10	9	8	7	6	5	4	3	2	1	0	(12)

→ (Proceed to Q. 1, Item h)

1. (Continued)

	Very Important	Somewhat Important	Not At All Important	
h. Because people feel college provides a basic, general education and an appreciation of ideas.	10 9 8 7 6 5 4 3 2 1 0			(13)
i. Because people feel that a college education can help develop morals, ethical standards, and values.	10 9 8 7 6 5 4 3 2 1 0			(14)
j. Because people feel that a college education is necessary in order to pursue graduate studies.	10 9 8 7 6 5 4 3 2 1 0			(15)
k. Other, please specify. _____	10 9 8 7 6 5 4 3 2 1 0			(16)

2. Next, for each of the items listed below, use the zero-to-10 rating scale to indicate how important you feel each of these seems to be as a reason <u>why people choose not to go to college.</u>

	Very Important	Somewhat Important	Not At All Important	
a. Because people feel a high school education is all they need to get a job.	10 9 8 7 6 5 4 3 2 1 0			(17)
b. Because people don't like school and don't want to continue their education after high school.	10 9 8 7 6 5 4 3 2 1 0			(18)

→ (Proceed to Q. 2, Item c)

2. (Continued)

	Very Important	Somewhat Important	Not At All Important	
c. Because a college education is too expensive.	10 9 8 7 6 5 4 3 2 1 0			(19)
d. Because people feel that a college education does not adequately prepare or train them for a job or career in the real world.	10 9 8 7 6 5 4 3 2 1 0			(20)
e. Because they feel there are alternatives to going to college, such as on-the-job training programs, or attending technical or special schools.	10 9 8 7 6 5 4 3 2 1 0			(21)
f. Because some people would prefer to have an income for a while, before they choose to go to college.	10 9 8 7 6 5 4 3 2 1 0			(22)
g. Because some people think you should not go to college unless you know exactly what you want to study.	10 9 8 7 6 5 4 3 2 1 0			(23)
h. Other, please specify. _____	10 9 8 7 6 5 4 3 2 1 0			(24)

3. In your view, how important are the things someone learns at a college or university for later life. Please circle the most appropriate number on the zero-to-10 rating scale.

Very Important	Somewhat Important	Not At All Important	
10 9 8 7 6 5 4 3 2 1 0			(25)

→ (Proceed to Q. 4)

4. What is your personal impression of the overall quality of a college or university education in the United States? Would you say...(PLEASE CHECK ONE)

____1. The quality of a college education is excellent? (26)

____2. The quality of a college education is good?

____3. The quality of a college education is fair?

____4. The quality of a college education is poor?

4a. Do you feel that the overall quality of a college education today is...(PLEASE CHECK ONE)

____1. Generally improving, getting better? (27)

____2. Staying about the same, not really changing at all?

____3. Generally declining, getting worse?

5. What are your general reactions to each of the following aspects of a college or university? For each phrase listed please check the response that comes closest to your own reaction. Check only one response for each phrase.

	Very Positive	Somewhat Positive	Indifferent	Somewhat Negative	Very Negative	
a. Scientific research	____1.	____2.	____3.	____4.	____5.	(28)
b. Performing arts (theater, dance, concert) programs for the public	____1.	____2.	____3.	____4.	____5.	(29)
c. The pursuit of academic excellence	____1.	____2.	____3.	____4.	____5.	(30)
d. Big-time university athletics	____1.	____2.	____3.	____4.	____5.	(31)

——→ (Proceed to Q. 5, Item e)

5. (continued)

	Very Positive	Somewhat Positive	Indifferent	Somewhat Negative	Very Negative	
e. International programs	___1.	___2.	___3.	___4.	___5.	(32)
f. Adult education	___1.	___2.	___3.	___4.	___5.	(33)
g. Conferences on national issues	___1.	___2.	___3.	___4.	___5.	(34)
h. Free inquiry into controversial ideas	___1.	___2.	___3.	___4.	___5.	(35)
i. Preparation for a career	___1.	___2.	___3.	___4.	___5.	(36)
j. Tuition costs	___1.	___2.	___3.	___4.	___5.	(37)
k. Faculty tenure and promotion	___1.	___2.	___3.	___4.	___5.	(38)
l. Academic freedom	___1.	___2.	___3.	___4.	___5.	(39)

6. In your opinion, how important are the following purposes of a college or university? For each purpose listed, please check the response that comes closest to your point of view.

	Very Important	Somewhat Important	Only Slightly Important	Not At All Important	
a. Teaching	___1.	___2.	___3.	___4.	(40)
b. Research	___1.	___2.	___3.	___4.	(41)
c. Public service	___1.	___2.	___3.	___4.	(42)

→ (Proceed to Q. 7)

7. Following are a series of statements about a college educated person: Please indicate how much you agree or disagree with each statement.

	Strongly Agree	Somewhat agree	Un-Certain	Somewhat Dis-agree	Strongly Dis-agree	
a. A college educated person is more likely to be a law-abiding citizen.	___1.	___2.	___3.	___4.	___5.	(43)
b. A college educated person is more likely to have a stable family life.	___1.	___2.	___3.	___4.	___5.	(44)
c. A college educated person is as likely to be unemployed in a recession as anyone else.	___1.	___2.	___3.	___4.	___5.	(45)
d. A college educated person is more likely to be self-supporting.	___1.	___2.	___3.	___4.	___5.	(46)
e. A college educated person is likely to be less mechanically and technically skilled than other people.	___1.	___2.	___3.	___4.	___5.	(47)
f. A college educated person is more likely to be a leader in the community.	___1.	___2.	___3.	___4.	___5.	(48)
g. A college educated person is more likely to pay taxes.	___1.	___2.	___3.	___4.	___5.	(49)

→ (Proceed to Q. 8)

8. You may receive information about colleges and universities from many different places. How important as an information source are...

	Very Important	Somewhat Important	Only Slightly Important	Not At All Important	
a. Publications of a college or university (catalogs, brochures, etc.)	___1.	___2.	___3.	___4.	(50)
b. Commercially available guide books (such as The College Handbook)	___1.	___2.	___3.	___4.	(51)
c. Newspaper or news magazine articles or advertisements	___1.	___2.	___3.	___4.	(52)
d. Television or radio	___1.	___2.	___3.	___4.	(53)

9. Are there any other information sources, not previously mentioned, that have been or might be important to you in obtaining information about colleges or universities?

___1. Yes (54)

___2. No

IF YES

9a. Please indicate what these might be.

_____ (55)

_____

_____

_____

_____

→ (Proceed to Q. 10)

10. Population experts say there will be fewer college-age young people in the 1980s and 1990s. That will mean smaller college and university enrollments. Suppose that because of this colleges and universities have to cut back on some areas of study. For each area listed below please say how much you think that area of study could be cut back.

	Could Be Cut Back Drastically	Could Be Cut Back Somewhat	Could Be Cut Back Only Slightly	Should Not Be Cut Back At All	
a. The sciences (physics, chemistry, biology, etc.)	___1.	___2.	___3.	___4.	(56)
b. The social sciences (economics, sociology, psychology, etc.)	___1.	___2.	___3.	___4.	(57)
c. The humanities (literature, languages, philosophy, etc.)	___1.	___2.	___3.	___4.	(58)
d. The fine arts and performing arts (theater, music, dance, painting, sculpture, etc.)	___1.	___2.	___3.	___4.	(59)
e. Engineering and the applied sciences.	___1.	___2.	___3.	___4.	(60)
f. The professions (medicine, law, accounting, architecture, etc.)	___1.	___2.	___3.	___4.	(61)
g. Vocational/technical education	___1.	___2.	___3.	___4.	(62)
h. Remedial courses to make up for academic deficiencies	___1.	___2.	___3.	___4.	(63)

→ (Proceed to Q. 11)

11. There are different ways of paying for higher education. Following is a list of sources of income for colleges and universities. For the two types of schools shown below, please indicate if you think each source should be a major, minor, or not at all a contributor to college and university funding.

	A. Public or State Colleges and Universities				B. Private or Independent Colleges and Universities			
	Should Be A Major Contributor	Should be A Minor Contributor	Should Not Be a Contributor		Should Be A Major Contributor	Should Be A Minor Contributor	Should Not Be a Contributor	
a. Institution's endowment	__1.	__2.	__3.	(64)	__1.	__2.	__3.	(65)
b. Business and industry	__1.	__2.	__3.	(66)	__1.	__2.	__3.	(67)
c. State government	__1.	__2.	__3.	(68)	__1.	__2.	__3.	(69)
d. Federal government	__1.	__2.	__3.	(70)	__1.	__2.	__3.	(71)
e. Local (county, city) government	__1.	__2.	__3.	(72)	__1.	__2.	__3.	(73)
f. Foundation grants	__1.	__2.	__3.	(74)	__1.	__2.	__3.	(75)
g. Alumni gifts	__1.	__2.	__3.	(76)	__1.	__2.	__3.	(77)
h. Non-alumni gifts	__1.	__2.	__3.	(78)	__1.	__2.	__3.	(79)
i. Religious organizations	__1.	__2.	__3.	(80)	__1.	__2.	__3.	2 (6)
j. Student tuition	__1.	__2.	__3.	(7)	__1.	__2.	__3.	(8)
k. Other sources (Please Specify) _____	__1.	__2.	__3.	(9)	__1.	__2.	__3.	(10)

→ (Proceed to Q. 12)

12. You are probably aware that the federal government is thinking about reducing budgets of a number of federally funded projects and programs. What would be your recommendation for these cutbacks? For each program listed below, please indicate how much you think its budget could be cut back by circling the appropriate number on the zero-to-10 rating scale. The higher the number, the more you think the budget could be cut back.

Program or Area	Should Be Cut Back Drastically										Should Be Cut Back Only Somewhat	Should Not Be Cut Back At All	
a. Government aid to agriculture	10	9	8	7	6	5	4	3	2	1	0		(11)
b. Government funding for the space program	10	9	8	7	6	5	4	3	2	1	0		(12)
c. Government aid for higher education	10	9	8	7	6	5	4	3	2	1	0		(13)
d. Government spending on national defense	10	9	8	7	6	5	4	3	2	1	0		(14)
e. Government funding for energy research and development	10	9	8	7	6	5	4	3	2	1	0		(15)
f. Government funding for cancer and other medical research	10	9	8	7	6	5	4	3	2	1	0		(16)
g. Government support for medical care for the aged	10	9	8	7	6	5	4	3	2	1	0		(17)
h. Government support for the school lunch program	10	9	8	7	6	5	4	3	2	1	0		(18)
i. Government support for social welfare programs	10	9	8	7	6	5	4	3	2	1	0		(19)

→ (Proceed to Q. 13)

13. President Reagan and the Congress are considering putting into effect major reductions in financial aid available to many students. Supporters of the cuts see reductions as one means of cutting government spending and fighting inflation.

Critics of the cuts fear it will limit college and university opportunities, forcing students to drop out of college or, transfer to, or enroll in lower-priced institutions, thus causing a financial crisis for many institutions.

Do you agree more with the supporters of the cuts or more with the critics, or do you have a different view?

____1. More with supporters (20)

____2. More with critics

____3. Different view (Please specify_____ (21)

_____

13a. In your opinion should the opportunity to attend college be made available to all young people who have the ability and motivation to profit by a college education?

____1. Yes (22)

____2. No

____3. Undecided

13b. Please indicate how strongly you favor continued federal support for the following higher education programs:

	Strongly Favor	Somewhat favor	Undecided	Somewhat Oppose	Strongly Oppose	
a. Grants to low income students	___1.	___2.	___3.	___4.	___5.	(23)
b. Low interest loans to middle income students	___1.	___2.	___3.	___4.	___5.	(24)

→ (Proceed to Q. 13b, Item c)

13b. (Continued)

	Strongly Favor	Somewhat favor	Undecided	Somewhat Oppose	Strongly Oppose
c. Support for colleges and universities with a large percentage of low income students	___1.	___2.	___3.	___4.	___5. (25)
d. Support for university research in the medical field	___1.	___2.	___3.	___4.	___5. (26)
e. Support for university research in the physical sciences	___1.	___2.	___3.	___4.	___5. (27)
f. Support for university research in the social sciences	___1.	___2.	___3.	___4.	___5. (28)
g. Support for university programs in the arts	___1.	___2.	___3.	___4.	___5. (29)
h. Support for university research in the humanities	___1.	___2.	___3.	___4.	___5. (30)

14. From what you know of them, what do you think about the salaries paid to faculty members at colleges and universities? Do you think they are generally too high, about right, or generally too low?

A. Salaries at Public or State Colleges	B. Salaries at Private or Independent Colleges
____1. Too high (31)	____1. Too high (32)
____2. About right	____2. About right
____3. Too low	____3. Too low

→ (Proceed to Q. 15)

IF YOU HAVE NEVER ATTENDED A COLLEGE OR UNIVERSITY, PLEASE SKIP TO PAGE 17, QUESTION 20.

IF YOU HAVE ATTENDED A COLLEGE OR UNIVERSITY, PLEASE CONTINUE ON WITH QUESTION 15.

15. Please list below the name of every college or university you have attended, your major subject of study at each school, the degree (if any) you received from each school and the year you received this degree. (IF YOU RECEIVED TWO SEPARATE DEGREES FROM THE SAME SCHOOL, BE SURE TO LIST EACH DEGREE AND GRANTING INSTITUTION SEPARATELY)

Name of College or University	Major Subject	Degree Received	Year Degree Received	
_____	_____	_____	_____	(33)
_____	_____	_____	_____	(34)
_____	_____	_____	_____	(35)
_____	_____	_____	_____	
_____	_____	_____	_____	
_____	_____	_____	_____	
_____	_____	_____	_____	

16. Were you a part-time or full-time student at the school from which you received your undergraduate degree, or (if no degree received) the one you attended most recently?

____1. Part-time only (36)

____2. Full-time

____3. Both part-time and full-time at different periods during my time at this school

17. Considering this same school, when did you last visit the campus?

____1. Within the past year (37)

____2. Between one and five years ago

____3. More than five years ago

→ (Proceed to Q. 18)

18. Have you ever made a donation (money, property, etc.) to this college or university?

____1. Yes (ANSWER Q. 18a.) (38)

____2. No (ANSWER Q. 18b.)

IF YES

18a. Why did you make your donation(s)? (PLEASE CHECK ALL REASONS THAT APPLY)

____1. Belief in the policies of this college or university. (39)

____2. "Repaying" financial assistance received while I was a student there.

____3. Belief in the need for supporting higher education.

____4. Tax deductibility of such gifts.

____5. Specific religious affiliation of this college or university.

____6. Loyalty to this college or university as my alma mater.

____7. Other reasons (Please specify)_____ (40)

_____

_____

IF NO:

18b. Why haven't you made a donation? (PLEASE CHECK AS MANY OF THE FOLLOWING REASONS AS APPLY)

____1. Have not been asked. (41)

____2. Cannot afford to right now.

____3. Am supporting causes that are more worthwhile.

→ (Proceed to Q. 18b., Item 4)

18b. (Continued)

____4. My support is not needed.

____5. Oppose current policies of my former college or university.

____6. Religious affiliation of my former college or university.

____7. Other reasons (Please specify) _____ (42)

_____

_____

_____

_____

_____

19. Are you currently a student at a college or university?

____1. Yes (ANSWER Q. 19a AND Q. 19b) (43)

____2. No (SKIP TO Q. 20)

19a. At this time are you working toward a degree or are you taking courses but not working toward a degree?

____1. Working toward a degree (44)

____2. Taking courses but not working toward a degree at this time

19b. Are you a full-time or part-time student?

____1. Full-time (45)

____2. Part-time

→ (Proceed to Q. 20)

EVERYONE ANSWER

To help us interpret your answers to the previous questions, will you please tell us:

20. Your sex

____1. Female (46)

____2. Male

21. Your approximate age.

____1. 18 - 29 (47)

____2. 30 - 39

____3. 40 - 49

____4. 50 - 59

____5. 60 and over

22. How many children under age 18 are dependent on you for support?

____1. None (48)

____2. One

____3. Two

____4. Three or more

23. What is the highest level of school that you have completed?

____1. Up through fifth grade of elementary school (49)

____2. Up through sixth grade grade of elementary school

____3. Up through ninth grade

____4. Up through 11th grade

____5. Up through 12th grade (graduated from high school)

→ (Proceed to Q. 23, Item 6)

23. (Continued)

____6. Some college
(one to three years, A.A. degree)

____7. Bachelor's degree
(B.A., B.S., etc.)

____8. Master's degree
(M.A., M.S., M.B.A., etc.)

____9. Ph.D. or Ed.D.

___10. Medical, dental, law, divinity or other professional school degree

24. Do you intend or hope to complete additional schooling?

____1. Yes (50)

____2. No

IF YES:

24a. What degree or further level of education do you hope to attain? (Please specify)

_____ (51)

_____ (52)

_____

_____

_____

25. Do you intend or hope to help finance the college education of one or more of your children (or are you currently doing so?)

____1. Yes (53)

____2. No

→ (Proceed to Q. 25a.)

IF YES:

25a. Do you have any concern about your ability to finance a child's college education?

____1. None (I am confident there will be sufficient funds) (54)

____2. Some concern (but there will probably be sufficient funds)

____3. Major concern (not sure funds will be sufficient)

26. The United States Census divides jobs into the following groups. In which group would you put the occupation of the head of your household?

____1. Professional or technical (55)

____2. Managers, administrators, owners of businesses

____3. Sales workers

____4. Clerical workers

____5. Craftsmen (e.g., bakers, machinists, tailors, etc.)

____6. Operatives (e.g., assemblers, produce graders, machine operators, bus drivers, etc.)

____7. Laborers (e.g, warehousemen, lumbermen, fishermen, etc.)

____8. Farmers and farm managers

____9. Farm laborers

___10. Service workers (e.g, janitors, waitresses, private security guards, nursing aides, maids, etc.)

___11. Other (Please specify)_____

_____

→ (Proceed to Q. 27)

27. Would you please state your family's approximate total annual income before taxes.

____1. Less than $10,000 a year (56)

____2. $10,000 to $14,999

____3. $15,000 to $19,999

____4. $20,000 to $24,999

____5. $25,000 to $[illegible]

____6. $30,000 to $39,999

____7. $[illegible],000 or more

28. Please use the space below for additional comments.

_____ (57)

_____ (58)

Please return the completed questionnaire in the enclosed, postage-paid envelope.

THANK YOU VERY MUCH FOR YOUR VALUABLE HELP.

APPENDIX

C. American Association for Public Opinion Research
Code of Ethics

AMERICAN ASSOCIATION for PUBLIC OPINION RESEARCH

POST OFFICE BOX 17
PRINCETON, NEW JERSEY 08540
609/924-8670

CODE OF PROFESSIONAL ETHICS

AND PRACTICES

We, the members of the American Association for Public Opinion Research, subscribe to the principles expressed in the following code. Our goal is to support sound practice in the profession of public opinion research.

We pledge ourselves to maintain high standards of scientific competence and integrity in our work, and in our relations both with our clients and with the general public. We further pledge ourselves to reject all tasks or assignments which would be inconsistent with the principles of this code.

THE CODE

I. Principles of Professional Practice in the Conduct of Our Work

A. We shall exercise due care in gathering and processing data, taking all reasonable steps to assure the accuracy of results.

B. We shall exercise due care in the development of research designs and in the analysis of data.

1. We shall recommend and employ only research tools and methods of analysis which, in our professional judgement, are well suited to the research problem at hand.

2. We shall not select research tools and methods of analysis because of their capacity to yield a misleading conclusion.

3. We shall not knowingly make interpretations of research results, nor shall we tacitly permit interpretations, which are inconsistent with the data available.

4. We shall not knowingly imply that interpretations should be accorded greater confidence than the data actually warrant.

C. We shall describe our findings and methods accurately and in appropriate detail in all research reports.

II. Principles of Professional Responsibility in Our Dealings With People

A. The Public:

1. We shall cooperate with legally authorized representatives of the public by describing the methods used in our studies.

2. When we become aware of the appearance in public of serious distortions of our research we shall publicly disclose what is required to correct the distortions.

B. Clients or Sponsors:

1. When undertaking work for a private client we shall hold confidential all proprietary information obtained about the client's business affairs and about the findings of research conducted for the client, except when the dissemination of the information is expressly authorized by the client or becomes necessary under terms of Section II-A-2.

2. We shall be mindful of the limitations of our techniques and facilities and shall accept only those research assignments which can be accomplished within these limitations.

C. The Profession:

1. We shall not cite our membership in the Association as evidence of professional competence, since the Association does not so certify any persons or organizations.

2. We recognize our responsibility to contribute to the science of public opinion research and to disseminate as freely as possible the ideas and findings which emerge from our research.

D. The Respondent:

1. We shall not lie to survey respondents or use practices and methods which abuse, coerce, or humiliate them.

2. Unless the respondent waives confidentiality for specified uses we shall hold as privileged and confidential all information that tends to identify a respondent with his or her responses. We shall also not disclose the names of respondents for non-research purposes.

STANDARDS FOR REPORTING PUBLIC OPINION RESEARCH

Good professional practice imposes the obligation upon all public opinion research organizations:

1. to include, in any public release, essential information about how the research was conducted, and
2. to inform their private clients in detail as to the elements of the research design and how it was implimented.

A proper concern for the public interest imposes the obligation upon the news media to inform themselves as to the credentials of any research results that come to their attention and to report them in the light of such information.

Minimal Disclosure for Survey Research

The following minimum essential for a professional assessment of how a survey was conducted should be incorporated in the text of any releases:

1. Identity of who sponsored the survey.
2. The exact wording of question asked.
3. A definition of the population actually sampled.
4. Size of sample. For mail surveys, this should include the number of questionnaires mailed out and the number returned.
5. An indication of what allowance should be made for sampling error.
6. Which results are based on parts of the sample, rather than the total sample. (For example: likely voters only, those aware of an event, those who answered other questions in a certain way.)
7. Whether interviewing was done personally, by telephone, or mail; at home or on street-corners.
8. Timing of the interviewing in relation to relevant events.

We strongly urge the news media to ask for and to include ALL the above information when preparing final copy for publication or broadcast. This should apply not only to surveys conducted for publication but also to "private surveys" whose results are publicized.

We strongly urge survey organizations that conduct surveys for the news media to prepare standard descriptions of their methods for public distribution.

We recommend that research organizations use professional journals and meetings to inform their colleagues in detail of their activities and methods.

We encourage the news media, and the professional staffs of political parties, to use these professional sources of information to become aware of what is accepted research practice.

We wholeheartedly endorse the practice now adhered to by many research organizations of making their research available to scholars for further analysis, and recommend its extension to confidential research whenever possible.

This Research Project Was Sponsored By the Following 11 Higher Education Associations:

American Association of Collegiate Registrars and Admissions Officers
American Association of State Colleges and Universities
American Association of University Professors
American Council on Education
Association of American Colleges
Association of Governing Boards of Universities and Colleges
Council for Advancement and Support of Education
Council for Financial Aid to Education
Council of Independent Colleges
National Association of Colleges and University Business Officers
National Association of Independent Colleges and Universities

This Research Project Was Conducted By:

Group Attitudes Corporation
420 Lexington Avenue
New York, N.Y. 10017
(212) 210-8840

Further questions about this study and the research design and methodology may be directed to: Dr. Walter K. Lindenmann, GAC president.

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